



King's Cross Academy

Safeguarding Policy and Procedures

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Key contacts

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Frank Barnes School for Deaf Children

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London Borough of Camden

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Safeguarding lead officers:

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1 Purpose of policy

This policy sets out how the Academy will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes.

The Academy will achieve this by providing a safe learning environment and ensuring Academy staff have the skills and knowledge to take action where children need extra support from early help services or require a social work service because they are in need or need to be protected from harm.

This Policy has been written with reference to the Ofsted 2015 Safeguarding children and young people and young vulnerable adults' policy, the Casey Bradford Report and the Camden Children Schools and Families service (CSF) model safeguarding policy.

2 Roles and responsibilities

2.1 Camden Supporting People Directorate

The Directorate includes Children's Safeguarding and Social Work (CSSW), Early Intervention and Prevention and Education divisions and these services will support the Academy to safeguard and promote the welfare of pupils by:

- co-ordinating the delivery of integrated children's services within the borough, including an early help service
- providing statutory social work services under the Children Act 1989
- providing the Academy with advice, support and guidance, model policies and procedures, training and dedicated lead officers with responsibility for child protection, safeguarding and e-safety
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are not in education including children who are known to be home educated.

2.2 Governing body

The governing body will ensure that King's Cross Academy meets its statutory duties with regard to safeguarding and protecting pupils and that the following are in place:

- The Academy has the following policies in place and that these are regularly monitored, reviewed and updated where necessary;

- safeguarding policies and procedures covering early help and child protection that are consistent with Camden Safeguarding Children Board procedures and Camden's internal policies
 - a staff code of conduct policy including policies covering staff/pupil relationships and communications and staff use of social media.
- The school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored.
 - There is a nominated governor with responsibility for liaising with Camden CSF on safeguarding and child protection matters and who links with the LADO in the event of an allegation against the head teacher.
 - A senior member of staff is appointed the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence.
 - There is a designated teacher nominated to promote the educational achievement of looked after children and that this person has received appropriate training for the role.
 - Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct policy.
 - Staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at the Academy and there are robust whistleblowing procedures in place.
 - Steps are taken to ensure parents and pupils are aware of the Academy's safeguarding and child protection policies and procedures.
 - Governors take steps to ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line.
 - The Academy has appropriate written procedures in place to ensure safe recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.

- At least 1 member of the governing body has undertaken **accredited** safer recruitment training.
- All staff receive safeguarding and child protection training at least every 2 years **and receive regular updates from the designated safeguarding lead to ensure they remain up to date with new legislation (this occurs during weekly briefing meetings at the Academy).**
- The Academy has procedures in place to deal with allegations made against other pupils and pupils who go missing from education.
- Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from pupils.
- The Academy has procedures in place to deal with any safeguarding situations which may arise involving those pupils from the co-located Frank Barnes School for Deaf Children.

2.3 Schools and the Headteacher

The head Headteacher will ensure that the Academy meets its statutory safeguarding duty by ensuring the following:

- Staff are inducted thoroughly **and have read** all the Academy's' safeguarding and child protection policies so that they are **fully aware of their role in safeguarding children** and are able to fully implement policies.
- All staff are able to identify those children who need extra help and can make appropriate referrals to early help services.
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns and can make appropriate referrals to FSSW.
- Staff are able to work in partnership with other agencies to safeguard children, including **providing early help support**, contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers.
- Safe recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff.
- The Academy offers a safe environment for staff and pupils to learn, including those from Frank Barnes School for Deaf Children.

- Safeguarding issues are brought to the attention of the governing body.

2.4 Role of the designated safeguarding lead

The role of the designated safeguarding lead and their deputy is to take lead responsibility for safeguarding and child protection within the Academy and to be available during school hours for staff to discuss safeguarding concerns.

Additional procedures

When the lead officer is not available the deputy will take responsibility for safeguarding.

All staff have the lead officer's phone number (07887 16 25 24) in case of an emergency.

The role of the designated safeguarding lead is to:

- liaise with and manage referrals to relevant agencies such as CSSW, the LADO, the Channel Panel, the Police and the Disclosure and Barring Service (DBS);
- keep the Headteacher (when they are not the safeguarding lead) and the board of governors informed of on-going safeguarding and child protection issues and enquiries
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals
- ensure the Academy's safeguarding and child protection policies are up to date and consistent with Camden's Safeguarding Children Board policies and that policies are reviewed annually
- ensure all staff, including temporary staff, are aware of and understand the policies and procedures and are able to implement them
- attend regular training and the designated teachers meetings hosted by CSF in order to keep up to date with new policy, emerging issues and local safeguarding and child protection procedures and working practices
- provide regular updates received from Camden to all staff members and governors on any changes in safeguarding or child protection legislation (updated information will be provided by Camden at the designated teachers meeting and designated safeguarding leads will be responsible for communicating this information to staff immediately; they may decide to hold workshops or discuss in staff meetings);

- have an awareness of those children who may be in need, young carers and children who have special educational needs
- oversee child protection systems within the Academy, including the management of records, standards of recording concerns and referral processes
- provide a link between the Academy and other agencies, particularly FSSW and the Camden Safeguarding Children Board
- ensure staff, including temporary staff, receive appropriate safeguarding and child protection training every 2 years
- ensure parents are fully aware of the Academy policies and procedures and that they are kept informed and involved
- ensure relevant records are passed on appropriately when children transfer to other schools.

2.5 Working with parents and carers

The Academy recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

The Academy will:

- make parents aware of the Academy's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making Academy policies available on the Academy's web-site or on request
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff
- consult with and involve parents and carers in the development of Academy policies to ensure their views are taken into account
- ensure a robust complaints system is in place to deal with issues raised by parents and carers
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.
- The Headteacher and senior members of staff at the Academy will carry out home visits to support parents with behaviour and learning. The Academy also has a home-school communication programme to provide support to those families in need.

Additional procedures

Additional guidance is available from the DfE on dealing with issues around parental responsibility:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/489901/Parental_Responsibility_Advice_for_School_January_2016.pdf

3 Safeguarding children

The Academy will carry out its duty to safeguard pupils which is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.

To achieve these aims, the Academy will:

- identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating;
- where the child's extra needs require services from another agency, make a referral to the Early Help service (via the Child and Family Contact team) for appropriate help and support;
- where the child is receiving an Early Help service, work as part of the Team around the Child and take up the role of lead professional where this is appropriate;
- identify children who may be suffering from significant harm and make a child protection referral to CSSW (via the Child and Family Contact team who will pass referrals on to the MASH);
- share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

The Academy will refer to Camden's thresholds and eligibility criteria (available at the link below) to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated

safeguarding lead for advice and to discuss the case prior to making any referral for services.

[Safeguarding children - Camden Council](#)

All referrals for a children's social care service will be made by way of an e-CAF referral to Camden's Child and Family Contact team. The team is Camden's "front door" for children's social care referrals and accepts referrals for all cases including the following:

- Referral for **Early Help services** for children with low-level needs who may need extra services which cannot be provided by the school to help them achieve good outcomes. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.
- Referral for a **social work service** for children with medium level needs who are likely to be assessed as being a **child in need** under section 17 of the Children Act 1989. These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.
- **Child protection** referrals made under the procedures set out in section 4 for any child where there are concerns about significant harm. **Parents should be informed that a referral is being made and consent sought, but a referral may still be made even if parents refuse consent.**

Where the referral raises concerns about the child's safety and welfare and it is thought a social work service is needed, the case will be passed on to Camden's MASH team.

Additional policies

Anti-discrimination & harassment

Attendance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/361008/Advice_on_school_attendance_sept_2014.pdf

Child sexual exploitation

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf

Behaviour and discipline

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/

[277894/Behaviour and Discipline in schools - a guide for headteachers and Academy staff.pdf](#)

Bullying (including cyberbullying)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf](#)

Children missing from Academy

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268987/cme_guidance.pdf](#)

Complaints

Domestic violence

Drugs/substance misuse

Educational visits

E-safety

Equality and diversity

Exclusion of pupils

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf](#)

Fabricated or induced illness

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf](#)

Faith abuse

Female genital mutilation

First aid and administration of medicines

Forced marriage

Gangs and youth violence

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_children_Gang_activity.pdf](#)

Gender based violence, violence against women and girls

Health and safety

Intimate care

No smoking (EYFS)

Mental health

Physical intervention

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf](#)

Private fostering

Promoting British Values / Radicalisation and violent extremism

[Promoting fundamental British values through SMSC - Publications - GOV.UK](#)

Risk assessments

Safe recruitment

[Keeping children safe in education - Publications - GOV.UK](#)

SRE

Sexting

Staff code of conduct (including the use of social media and pupil relationships)

Teenage relationship abuse

Trafficking

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

Whistle-blowing – please see the Academy policy on our website

4 Child protection procedures

4.1 Role of the Academy

The Academy will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm:

- [Working together to safeguard children \(DfE 2015\)](#)

[Working together to safeguard children - Publications - GOV.UK](#)

- [What to do if you're worried a child is being abused \(DCSF 2006\)](#)

[What to do if you're worried a child is being abused - Publications - GOV.UK](#)

• [The London Safeguarding Children Board child protection procedures](#)
[London Safeguarding Children Board: Child Protection Procedures](#)

- Ofsted 2015 Safeguarding children and young people and young vulnerable adults policy.
- The Casey Bradford Report

In line with these policies and procedures, the Academy will:

- identify those pupils where there are child protection concerns and making a referral to FSSW
- attend child protection case conferences in order to effectively share information about risk and harm
- contribute to the development and monitoring of child protection plans as a member of the core group
- carry out the Academy's role in implementing the child protection plan and continually monitoring the child's wellbeing, and liaising with the allocated social worker as required.

4.2 Recognition

- Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated safeguarding lead.
- Staff should refer to appendix 1 for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the designated safeguarding lead or their deputy and advice sought on what action should be taken.
- Concerns may be monitored over time and recorded on the monitoring/incident form shown at appendix 2. Details of any concerning incidents should also be recorded on this form.

4.3 Dealing with disclosures

If a pupil discloses to a member of staff that they are being abused, the member of staff should;

- listen to what is said without displaying shock or disbelief and accept what the child is saying;
- allow the child to talk freely;
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to the FSSW MASH team;
- reassure the child that what has happened is not their fault and that they were right to tell someone;
- not ask direct questions but allow the child to tell their story;
- not criticise the alleged perpetrator;
- explain what will happen next and who has to be told;
- make a formal record and pass this on to the designated teacher.

4.4 Referral

- **Where possible**, a decision on whether or not to refer a pupil to CSSW should be made by the designated safeguarding lead or their deputy following a discussion with the member of staff who has raised concerns. **However this should not delay any referral and any member of staff may make a referral if this is necessary but the designated safeguarding lead should be informed as soon as possible.**
- Referrals should be in writing using an e-CAF referral completed either by the teacher raising concerns or by the designated teacher. Urgent

child protection referrals will be accepted by telephone but must be confirmed in writing via the e-CAF referral within 48 hours.

- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated safeguarding lead may discuss the case on a “no names” basis with Camden’s Child Protection Co-ordinator or **the Child and Family Contact** team social worker to obtain advice on how to proceed.
- Parental consent must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.
- If the child already has an allocated CSSW social worker, the referral should be made directly to them. If the child is not already known to CSSW, referrals should be made to the **Child and Family Contact** team. If the child lives outside Camden, a referral should be made to their home local authority.
- All referrals will be acknowledged by the **Child and Family Contact** team manager within 24 hours and the referrer informed of what action will be taken.
- **If the Academy does not think the child’s situation is improving within a reasonable timescale following referral, this should be taken up with CSSW/Early help services via the designated safeguarding lead.**

4.5 Attendance at case conferences and core groups

- The designated safeguarding lead will liaise with FSSW to ensure that all relevant information held by the Academy is provided to FSSW during the course of any child protection investigation.
- The designated safeguarding lead will ensure that the Academy is represented at child protection case conferences and core group meetings:
 - where possible, a member of staff who knows the child best, such as a class teacher or head of year will be nominated to attend
 - failing that, the designated safeguarding lead or their deputy will attend
 - if no-one from the Academy can attend, the designated safeguarding lead will ensure that a report is made available to the conference or meeting.

4.6 Monitoring

Where a pupil is the subject of a child protection plan and the Academy has been asked to monitor their attendance and welfare as part of this plan;

- monitoring will be carried out by the relevant staff member in conjunction with the designated safeguarding lead
- all information will be recorded on the child protection monitoring/incident form shown at appendix 2 prior to each conference and core group meeting
- the completed monitoring form will be kept on the pupil's separate child protection file (that should be separate from the Academy record) and copies made available to all conferences and core group meetings
- the designated safeguarding lead will notify FSSW if the child is removed from the Academy roll, excluded for any period of time or goes missing.

4.7 Records

- Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held within the Headteacher's office at the Academy.
- The designated safeguarding lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- All information should be recorded on the safeguarding monitoring/incident form (see appendix 2) and all records should be signed and dated.
- Records should show:
 - what the concerns were;
 - what action was taken to refer on concerns or manage risk within the Academy;
 - whether any follow-up action was taken;
 - how and why decisions were made.
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- The monitoring/incident form must be completed;
 - whenever concerns arise or there is a serious incident **or**
 - where a child is being monitored, prior to a case conference or core group meeting.

- Where a child who is subject to a protection plan transfers to another Academy, the designated safeguarding lead is responsible for ensuring that copies of all relevant records are passed to the designated safeguarding lead at the new Academy.
- Child protection records will only be kept until the pupil leaves the Academy and should be disposed of as confidential waste.

4.8 Confidentiality and information sharing

- All information obtained by Academy staff about a pupil will be kept confidential and will only be shared with other professionals and agencies with the family's consent.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and 17 are able to give their own consent **if they are thought to have the capacity to do so under the Mental Capacity Act; otherwise consent should be sought from parents.**
- Where a child is at risk of suffering significant harm, schools have a legal duty to share this information with FSSW and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools must share any information about the child requested by FSSW.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this. Before taking this step, schools should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?
- Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss this with the **Child and Family Contact team** social worker on a "no names" basis to gain advice on whether this course of action should be taken.
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result.

Parents should also be made aware of the Academy's duty to share information.

- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from the **Child and Family Contact** team social worker.

4.9 Children who harm other children

Where a pupil's behaviour from the Academy or Frank Barnes School for Deaf children causes significant harm to other pupils, for example through violent or sexually abusive behaviour, the Academy will refer the child to FSSW MASH under the *Children who harm other children* protocol available at: [Policies / Guidance | Camden Safeguarding Children Board](#)

4.10 Prevention of radicalisation

The Academy's safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism (see the Academy's guidance notes on promoting British values)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Under Counter-Terrorism and Security Act 2015, the Academy also has a duty to refer young people on to Camden's Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf

Schools should always be a safe space for young people to explore new ideas and perspectives, and develop their critical thinking skills. Where a school may have concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, they should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

The Academy designated safeguarding lead should be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from their police schools officer (if they have one), the Police Prevent Engagement Officer (Gareth Tuck, gareth.tuck@met.pnn.police.uk or call 07818 587 396) and Camden's Prevent co-ordinator (Manisha Bhikha, manisha.bhikha@camden.gov.uk or call 020 7974 1475).

To make a referral to the Channel Panel, schools/colleges should first refer the young person to the MASH team using an e-CAF in the same way as for other safeguarding referrals. Where possible, the Academy should gather any

relevant evidence, for example correspondence with parents, internet history and visited websites, notes from meetings to discuss concerns and behaviour, and known associates.

When making a referral, if the referral is considered appropriate for Channel support, the school will be invited to the multi-agency panel meeting to provide information on the concerns that have been noted, and contribute perspectives on the most appropriate support that should be offered to the pupil and/or family.

5 Early Years settings within schools

This section relates to the nursery and reception classes at the Academy

5.1 Legal and policy framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), the Academy aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

The Academy will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for Academy by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

5.2 Safeguarding and child protection

All safeguarding and child protection policies listed in sections 3 and 4 of this policy will apply equally to children in early years settings so far as they are relevant to that age group.

In addition, the Academy has the following child protection policies:

- a policy on the use of mobile phones and cameras within the early years' setting:
 - parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile
 - parents are generally prohibited from taking any photographs of children in the early years setting, but for special events such as Academy performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared
 - staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use Academy equipment only for this purpose
 - staff do not bring personal mobile phones into the early years setting and use them only during breaks in the staff room.

- a statement on how notifications will be made to Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

5.3 Suitable people

The Academy will follow the safe recruitment policy set out in section 6 of this policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff policies set out in section 6 of this policy will apply equally to staff and volunteers in the early years settings, and the Academy will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all Academy policies and the Academy's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, the Academy will follow the Camden policy "*Guidance of the management of an allegation against a member of staff*" as referred to in section 6 of this document.

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the Headteacher.

5.4 Staff training, skills and supervision

The Academy will ensure that:

- all staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy
- all policies set out in section 7 of this policy will apply equally to early years staff
- all early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take
- all early years staff are able to communicate effectively in English both orally and in writing
- a member of staff who holds a current paediatric first aid certificate is available on the Academy premises at all times and accompanies children on Academy trips
- each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

5.5 Staff ratios

The Academy will ensure that:

- staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe
- parents are kept informed of staff members and numbers
- children are kept within staff sight and hearing at all times.

For nursery classes:

- there will be at least one member of staff for every 13 children
- one member of staff will be a qualified teacher
- at least one member of staff will hold a full and relevant level 3 qualification.

For reception classes:

- classes will be led by a qualified teacher supported by suitably qualified support staff.

5.6 Health

The Academy will:

- promote the health of children attending the early years provision
- take necessary steps to stop the spread of infection
- administer medicines only in line with the Academy's policy
- take appropriate action where children are ill
- ensure any meals provided are nutritious and prepared in a hygienic manner
- notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

Health and safety and suitability of premises

The Academy will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with Academy policies and standards for site safety and health and safety as set out section 8 of this policy. Additionally, the Academy will ensure that all potential hazards within the Academy and during Academy trips are regularly risk assessed.

The Academy has specific policies for ensuring that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

Additional procedures

All early years children will be collected from the Academy at the end of the Academy day from their designated outdoor space (located next to the EYFS classrooms). A member of the teaching and support staff will ensure the children are collected by the parent or nominated adult (parents will be asked to name those adults collecting their child when they register at the Academy). A member of staff will also be present at the main Academy gate to monitor entry / exit into the playground.

Notices advising parents to switch off their mobile phones before entering the Nursery or Reception will be on display. Parents are informed of this policy in pre-admission meetings. The Academy's Safeguarding Children Practical Guidance also clarifies the policy on the use of mobile phones, personal cameras and any other digital media.

6 Safe recruitment

6.1 General principles

The Academy recognises safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the Academy are suitable do to so and do not pose any kind of risk to children.

The Academy follow *the Keeping children safe in education guidance (DfE 2015)*.

[Keeping children safe in education - Publications - GOV.UK](#)

- The Academy will carry out extensive checks and enquiries on applicants for all positions, including voluntary and support roles and governors, in accordance with statutory requirements. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed.
- Checks with the Disclosure and Barring Service will be carried out at the level appropriate to the candidate's role in the Academy (see section 6.3).

- All applicants for positions that involve regulated activity will be subject to checks with the Disclosure and Barring Service (DBS) to ensure they have not been barred from working with children.
- All job advertisements and application forms will clearly state that the role is a safeguarding role and that applicants will be expected to agree to undergo DBS and other checks as part of safe recruitment practices.
- Staff and governors who normally sit on interview panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken safe recruitment training. The Academy will take up the accredited safe recruitment training offered through the Camden Safeguarding Children Board or any other accredited training provider.
- Although the Headteacher will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practice and ensure all statutory checks are carried out.
- Academy and Human Resources staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity.
- The Headteacher will be responsible for keeping a single central record of all staff and volunteers who regularly come into contact with pupils, to include details of all checks carried out and the outcome of these checks in the format shown at appendix 3.
- Where the Academy has salaried trainee teachers, the Academy will ensure that all necessary checks are carried out on the trainees, including DBS checks, and that the outcome of these checks is recorded on the single central record.
- For trainee teachers that are fee-funded, the Academy will obtain written confirmation from the training provider that the necessary checks have been carried out and that the trainee has been judged to be suitable to work with children.
- Where staff are recruited via third parties such as employment agencies, the Headteacher and/or the board of governors will:
 - seek written confirmation from the agency that the agency has carried out all necessary checks on the individual
 - request written confirmation of the outcome of all checks

- request written confirmation that an enhanced DBS certificate has been received by the agency
- ask to see the DBS disclosure prior to making any decision regarding the individual's employment
- check the identity of agency staff when they first present for work to ensure they are person against whom the checks were taken out.

6.2 Checks to be taken out

The Academy will verify the following information for all new staff:

- The applicant's identity must be verified from their passport or other photographic ID and proof of address but be provided.
- The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant.
- Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant begins work before an enhanced DBS check can be completed, a barred list check will be obtained.
- In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and **further checks made on Teacher Services system to ensure they are not prohibited from teaching under a teacher prohibition order.**
- **For independent schools, free schools and academies, checks will be made to ensure any member of staff or governor involved in the management of the school is not barred from doing so under a section 128 direction.**
- Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach.

The Academy should be aware of the following central government guidance:
[Criminal records checks for overseas applicants - Publications - GOV.UK](#)
[Employing overseas-trained teachers from outside the EEA - Publications - GOV.UK](#)

- If a candidate applying for a teaching post is not currently teaching, the Academy will contact their former Academy to enquire about their reasons for leaving.

- Enquiries will be made regarding the applicant's state of physical and mental health to the extent that it may affect their capacity to carry out their role.
- Applicants will be asked to provide a full employment history and details of at least 2 referees, including previous and recent employers. All references will be taken up prior to interview and will be requested directly from the referee. Referees will be contacted to resolve any issues that emerge from the references provided.
- The Academy will keep copies of the following documents on staff personnel files:
 - documents used as proof of identity such as passports or driving licences
 - a summary of the DBS certificate (but all other documents relating to the DBS check must be destroyed)
 - documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers).

6.3 DBS checks

In order to ensure that people who work in the Academy are suitable to do so and are not barred from working with children, the Academy will apply to the Disclosure and Barring Service (DBS) for police checks and other barred list information as part of the recruitment process.

The school will also take out an enhanced DBS check on governors but a barred list check will only be taken out if the individual governor will be carrying out a regulated activity within the school.

Full DBS checks which include barred list checks will only be taken out on individuals who are involved in regulated activity which is defined as close, unsupervised contact on a regular basis involving activities such as:

- teaching
- training
- supervising
- care
- guidance and advice
- driving a vehicle
- personal or intimate care.

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children.

Full DBS checks with barred list checks will also be carried out on permanent staff members working at the Academy or unpaid volunteers who regularly work unsupervised at the Academy and whose work means they have an opportunity for contact with children.

Other staff, contractors and supervised volunteers who have opportunities for regular contact with children but do not carry out a regulated activity will be subject to an enhanced DBS check but **not** barred list checks.

Decisions on whether a person is carrying out a regulated activity or whether their role provides opportunities for regular contact with children requiring a DBS check will be made by whoever is responsible for recruitment in the school, for example the head teacher or governor, and the following will be taken into consideration when deciding on this.

- the age of the children;
- their level of vulnerability;
- the numbers of children in the group;
- the nature of the role;
- opportunities for contact with the children.

The Academy has robust procedures for day to day staff management and supervision and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

The Academy will ensure that all DBS checks carried out on staff are renewed after 3 years of the original DBS disclosure.

6.4 Volunteers

The Headteacher will ensure that the following are carried out in relation to unpaid volunteers such as parents who accompany pupils on Academy outings or provide help in the classroom:

- All volunteers will be required to undergo a recruitment process, such as reference checks and interviews that is appropriate and proportional to the duties assigned to them.
- Volunteers who are carrying out a regulated activity, for example being left unsupervised with children or providing personal care to children subject to an enhanced DBS check, including barred list information.
- New volunteers who are not carrying out regulated activity will be subject to an enhanced DBS check only.

- For existing volunteers who are not carrying out regulated activity, the Headteacher will decide whether an enhanced DBS check should be carried out depending on:
 - the nature of the role
 - what information is already known about the volunteer
 - what references from work or volunteering activity the volunteer has provided regarding suitability
 - whether the role is eligible for an enhanced DBS check.
- The Academy will ensure that all volunteers are competent to carry out the duties assigned to them and only assigned duties that are suitable to their qualification and experience.
- Volunteers carrying out regulated activity but for whom a DSB check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils.
- All volunteers will be fully inducted in relation to all Academy policies and procedures.

This section also applies to Academy governors who will be treated as volunteers for the purposes of carrying out DBS checks.

Additional Notes

From September 2015 the School Business Manager, along with the Headteacher, is responsible for maintaining the Academy's single central register, which lists all the DBS checks and DBS renewal dates for all members of Academy staff and Governors (appendix 3)

The Academy has adopted the 'Safer Recruitment in Education Guidance' and has implemented the following:

- safeguarding statements in all advertisements;
- recruitment and selection checklist
- obtaining a minimum of 2 references prior to interview
- obtaining original copies of documents at interview stage
- ensuring that there is at least one interview questions on safeguarding as part of the recruitment process and that any employment gaps are questioned

6.5 Disqualification by association

The Academy will implement the Childcare (Disqualification) Regulations 2009 by ensuring that staff who are disqualified by association because they live in the same household as a person disqualified under the Childcare Act 2006 are not able to work in an early years setting within the Academy.

To do this the Academy will follow the statutory guidance "Disqualification under the Childcare Act 2006":

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/409361/disqual_stat-guidance_Feb_15.pdf

The Academy will also implement the “Childcare Disqualification Requirements Management Guidance” provided by Camden available at:

Schools and Nurseries Safeguarding Policies | Camden Safeguarding Children Board

7 Staff practice and conduct

7.1 Induction and training

- The Headteacher will ensure that all staff are fully inducted, are made aware of the Academy’s safeguarding and child protection policy and procedures and that staff are fully aware of their role in implementing these. Staff will be asked to confirm in writing that they have received **and read** all relevant staff policies, including “*What to do if you are worried a child is being abused*” guidance.
- The designated safeguarding lead will ensure that all staff are fully inducted with regard to the Academy child protection procedures and that they receive safeguarding and child protection training on a two-yearly basis.
- The Headteacher will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- Academy staff and governors will receive multi-agency safeguarding training provided by Camden Safeguarding Children Board at the relevant level.
- As well as basic safeguarding training, the designated safeguarding lead and their deputy will receive specific training on their role and other relevant multi-agency training courses provided by Camden SCB.
- **Academy staff will receive regular and timely updates on child protection and safeguarding issues via the designated safeguarding lead in order to ensure they remain up to date with new legislation.**

7.2 Conduct and safe teaching practice

- The Academy expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.

- The Headteacher will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the Academy's expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DCSF "*Guidance for safer working practice for adults working with children & young people*" (2009).
<http://www.childrenengland.org.uk/upload/Guidance%20.pdf>
- Staff will be expected to follow Camden's model social media policy for schools in terms of their use of social media, particularly in relation to professional standards and relationships with pupils. **All staff and volunteers will sign an acceptable use agreement before being given access to the Academy computer system.**

7.3 Providing intimate or personal care to pupils

Staff in primary schools may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E.

The Academy has a written policy in place in order to promote safe working practices for staff and ensure children's privacy. Children should be encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed;

- Staff should follow any agreed Academy policy or practice when providing intimate or personal care
- When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen
- Parents should always be notified if intimate care has been provided
- When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher
- When children are changing, levels of supervision should be appropriate to the pupil's age
- Staff should avoid any physical contact unless a child needs help
- Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing

7.4 Behaviour management, physical intervention and restraint

It is the Academy's policy to use physical intervention and restraint only in line with Camden CSF policy "*Physical intervention policy for schools and centres*".

Guidance from the Department of Education provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the Academy. Details of these may be found at:

Schools: [statutory guidance - GOV.UK](#)

However, the Academy strongly advises staff:

- **not to** carry out non-consensual searches of pupils or their bags or lockers except in the presence of the safer schools police officer
- only to use reasonable force where there is a risk of harm to the pupil or others or a risk of substantial damage to property

Schools should be familiar with Camden's local policies on bullying, use of physical restraint and guidance on carrying out searches of pupils.

7.4 Music tuition

It is recognised that music tutors are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child.

Music tutors need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults and:

- ensure they behave in an appropriate manner and maintain professional boundaries at all times
- only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for as long as needed
- make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why
- ask the child's permission first and respect their wishes
- report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken.
- *never travel alone with children in a car*
- *seek permission from parents before contacting children by mobile phone, for instance to rearrange a lesson or rehearsal, and use home telephone contacts wherever practicable.*

The Academy will:

- carry out a risk assessment around providing music tuition. This will include:
- *providing rooms/spaces that are adequately safe and open locations where the teacher can be easily observed by others, for example a door with glass in it*

- passing on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly
- let parents know when they arrange tuition what level of physical contact may take place as part of the activity
- record any reported incidents or issues and deal with these within the framework of the Academy's own policies
- make sure music tutors are aware of the Academy's safeguarding and staff conduct policies prior to starting.

7.5 Allegations against staff

In the event that an allegation is made against a member of staff or volunteer, the Academy will follow Camden's *"Guidance for the management of an allegation against a member of staff"*.

[Policies / Guidance | Camden Safeguarding Children Board](#)

At the Academy the Headteacher will be the Academy representative for the purposes of the allegations procedures and who will link with the Local Authority Designated Officer for all allegations raised. A further staff member will be identified as their deputy to act in their absence or if allegations are made against the responsible staff member.

All allegations in relation to staff members will be referred to the Headteacher; allegations against the head teacher will be referred to the board of governors.

Where a staff member is removed or resigns from the Academy prior to or following the upholding of an allegation against that person and the responsible staff member and the LADO agree that the person is unsuitable to work with children, the responsible person will refer the individual to the DBS.

The DBS referral form and guidance for completing the form can be accessed on line via the DBS website at:

[Disclosure and Barring Service: criminal record checks, referrals and complaints - Detailed guidance - GOV.UK](#)

Additional procedures

At King's Cross Academy we have the following policies:

- Staff Code of Conduct: providing guidance on professional and personal standards of conduct, behaviour and confidentiality
- Staff Operational Policy: providing operational information for all staff
- ICT and e-safety policy: covering contact and communications with pupils and parents, including email and other electronic communications
- Home School Policy: covering Family Communication Project and home visits

- Behaviour Policy: covering behaviour management, appropriate physical contact and use of restraint
- First aid Procedures: covering administering medicines
- Intimate Care policy
- PEEPS: outlining the personal emergency evacuation plans for individual pupils

7.6 Whistleblowing

The Academy recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the Academy environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or the Academy as a whole are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the Academy, staff and volunteers may report concerns to the following;

- Camden's lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil;
- **The following numbers can be used where there are issues regarding the Academy's overall procedures around safeguarding**
 - **Camden Council's confidential and independent help-line for protected disclosure on 0800 734199**
 - **the Ofsted whistle-blowing line on 0300 123 3155**
 - **the NSPCC whistleblowing helpline on 0800 028 0285.**
- The nominated governor for child protection – Angela Jewell on **07850 773973**
- The Headteacher is responsible for ensuring that these numbers are advertised on the Academy premises and made available to staff and pupils.

8 Health and safety and risk assessments

8.1 Responsibility for health and safety

The Academy Trust, Governing Body and Headteacher will ensure that there is a robust health and safety policy in place in order to meet the statutory responsibility for the safety of pupils and staff within the school environment.

Any health and safety policy adapted by the Academy will be based on the government guidance (link below) and will seek to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279429/DfE_Health_and_Safety_Advice_06_02_14.pdf

Day-to-day responsibility for health and safety issues in the Academy will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training. This is:

<p>Name: Emyr Fairburn Designation: Headteacher Contact details: 07887612524</p>

8.2 Risk assessments

The Academy will seek to identify and manage risk through the use of risk assessments. These will be carried out:

- on an annual basis for the Academy environment as a whole
- for all Academy trips
- for pupils travelling between locations during the school day
- for all work-based learning or work experience placements
- when a pupil who has been excluded for risky or violent behaviour is returning to the Academy
- whenever there are any changes to the school environment or Academy practices
- following any serious incident.

8.3 Working with aggressive and violent parents

Where schools are working with families who are known to FSSW and there are concerns about the behaviour of parents towards members of Academy staff, this must be discussed with the head teacher/principal and the designated safeguarding lead and the information shared with FSSW.

If there are high levels of risk involved in contact with parents, FSSW may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools and colleges are part of this process.

8.4 Site security and visitors

- The board of governors is responsible for the security of the Academy premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.

- The Headteacher will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils.
- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the Headteacher will request written confirmation that relevant checks have been carried out for that individual.
- All visitors and contractors will be:
 - informed to report to reception on arrival;
 - expected to provide proof of identity
 - expected to wear a name-badge or carry some form of identification at all times when on the Academy premises;
 - suitably supervised by Academy staff at all times;
 - made aware of Academy health and safety procedures.
- The Headteacher and the board of governors will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with Academy policies.
- Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.

8.5 Use of the Academy premises by other organisations

The Academy will only allow use of the school premises by other organisations schools outside of school hours for the purposes of providing supplemental schooling if:

- the Academy's articles of trust or other incorporating document allow this;
- the organisation provides an overview of what it intends to teach so that the board of governors is able to make a judgement on whether this is in line with the promotion of British values
- the organisation can provide evidence that they have followed safe recruitment practices and that their staff have the requisite DBS checks

- the following reasonable and due diligence checks are taken out on the organisation by the Academy;
 - an internet search on the organisation
- checks with Camden’s Community Groups and schools Consultant (020 7974 7319)
- checks with Camden’s Channel officer (020 7974 1475)
- checks with Camden Community Safety and the local police

details of the agreement are recorded on the partnership agreement record available at: Schools and Nurseries Safeguarding Policies | Camden Safeguarding Children Board

8.6 Monitoring and review

To enable the Academy to monitor the safety of the premises and the school environment, as well as the implementation of policies, the Headteacher and the board of governors will ensure that;

- all Academy policies are regularly monitored by the designated safeguarding lead and annually reviewed by the head teacher and governing body;
- the Academy keeps a central record of all accidents and incidents including what action was taken and by whom;
- staff are aware of their responsibility to record accidents and incidents;
- the Headteacher has an overview all accidents/incidents;
- serious accidents and incidents are reported to the board of governors;
- the designated safeguarding lead ensures a high standard of recording of all concerns held about children;
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around Academy safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

All contractors working within the fabric of the school areas of the Plimsoll building have to sign the contractors’ log and report to the Facilities Manager. They and all visitors are also informed of the school’s fire safety procedures.

The Facilities Manager supervises the work of all contractors and informs the Business Manager and Headteacher of any planned works in advance. The Facilities Manager has to inspect the works on completion and sign the contractors log to verify that the works have been done to the required standard.

The Facilities Manager will also liaise with the Estate Management at King’s Cross (Broadgate) on matters of wider security.

During the construction works around the school the Headteacher and Facilities Manager will liaise with the contractors in order to assess the level of risk to the Academy’s pupils. Appropriate measures will be put in place in order to minimise any risks in accordance with this policy.

Additional Safeguarding Policies

9.1 Non-collection of children from school

This section applies to primary schools only

The school will put in place a policy regarding handing over children to adults who are not their parent or known carer at the end of the school day. Parents will be asked to provide the details of the person who will normally collect the child and will be informed of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. Parents will also be asked to inform schools where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave but contact the parent immediately.

If a child is uncollected at the end of the school day, the school will follow the procedure agreed with CSSW:

- The schools will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent even where they offer to take the child home.
- The school will put CSSW on notice at 4.00 pm if there are difficulties in contacting parents or other family members.
- If no contact can be made with the parent by 4.30pm, the school will contact the CSSW assessment team who will arrange for a social worker to collect the child or make arrangements for the child to be transported to the CSSW office.
- The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.
- Where children are regularly uncollected or collected late, this should be discussed with the designated safeguarding lead and reported to the Education Welfare Service. If there are also child protection concerns, a referral should be made to CSSW.

Additional policies

Individual schools should record any additional policies or procedures here

9.2 Children who are missing from education or home educated

Schools need to be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns.

Attendance policies should state clearly who needs to be notified and what action should be taken and any relevant timescales. Schools should refer to Camden's "Children missing from education" policy and the CSCB missing children protocol for further details available at: [Schools and Nurseries Safeguarding Policies | Camden Safeguarding Children Board](#)

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications should be made:

- *The Education Welfare Service must be notified of all decisions.*
- *If the child is already known to CSSW, their allocated social worker should be notified immediately.*
- *If the child is not known to CSSW, but the school has concerns about their welfare, the designated safeguarding lead should make a referral to CSSW.*

9.3 Children who harm other children

Where a pupil's behaviour causes significant harm to other pupils, for example through violent or sexually abusive behaviour, the Academy will refer the child to **the Child and Family Contact team** under the *Children who harm other children* protocol available at: [Policies / Guidance | Camden Safeguarding Children Board](#)

9.4 Prevention of radicalisation

The Academy's safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Under Counter-Terrorism and Security Act 2015, the Academy also has a duty to refer young people on to Camden's Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf

Where a Academy has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or that a younger pupil may be at risk due to their parent's radicalisation, the Academy will follow the guidance set out in the CSCB guidance "Safeguarding children and young people from radicalisation and extremism" available at: [King's Cross Academy Safeguarding Policy – Page: 34](http://www.cscb-</p></div><div data-bbox=)

new.co.uk/wp-content/uploads/2016/03/CSCB-guidance-on-radicalisation-and-extremism.pdf

Schools should always be a safe space for young people to explore new ideas and perspectives, and develop their critical thinking skills. Where there are concerns about radicalisation and a referral to Channel Panel is being considered the Academy should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

*The Academy designated safeguarding lead should be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from their police schools officer (if they have one), the **Police Prevent Engagement Officer (Mark Fowler, Mark.P.Fowler@met.pnn.police.uk or call 0208 733 6014)** and **Camden's Prevent co-ordinator (Rema Patel, rema.patel@camden.gov.uk or call 020 7974 1475).***

Additional procedures

Individual schools should record any additional procedures here or refer to any separate policies

9.5 Mandatory reporting of Female Genital Mutilation (FGM)

The Academy will follow the statutory guidance on FGM available at: [Multi-agency statutory guidance on female genital mutilation - Publications - GOV.UK](#)

Where a pupil makes a disclosure of FGM, the Academy will follow the mandatory reporting rules and make appropriate referrals to the police as set out in the CSCB guidance available at: <http://www.cscb-new.co.uk/wp-content/uploads/2015/10/FGM-mandatory-reporting-guide.pdf>

9.6 Children with special education needs or disabilities (SEND)

The Academy is aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. School policies reflect this and recognise that staff need to be able to help this group to overcome barriers to seeking help.

Additional procedures

Individual schools should record any additional procedures here or refer to any separate policies

9.7 Online safety

As part of its duty to provide a safe learning environment and ensure pupils know how to remain safe online, the Academy will implement the recommendations of Camden's model schools e-safety policy available at: [eSafety | Camden Safeguarding Children Board](#)

Other relevant safeguarding policies

Schools can access guidance on the following policies at www.nspcc.org.uk and [Department for Education - GOV.UK](#)

Alternative provision

[Alternative provision - Publications - GOV.UK](#)

Anti-discrimination & harassment

Attendance

[Parental responsibility measures for behaviour and attendance - Publications - GOV.UK](#)

Child sexual exploitation

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf

Behaviour and discipline

[Behaviour and discipline in schools - Publications - GOV.UK](#)

Bullying (including cyberbullying)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf

Children missing from school

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268987/cme_guidance.pdf

Complaints

Domestic violence

Drugs/substance misuse

[Drugs: advice for schools - Publications - GOV.UK](#)

Educational visits

Equality and diversity

Exclusion of pupils

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

Fabricated or induced illness

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

Faith abuse

First aid and administration of medicines

Supporting children with medical conditions

[Supporting pupils at school with medical conditions - Publications - GOV.UK](#)

Gender based violence, violence against women and girls

No smoking (EYFS)

Mental health

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental Health and Behaviour - advice for Schools 160316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf)

Physical intervention

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use of reasonable force -](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

[_advice for headteachers staff and governing bodies -
_final july 2013 001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

Private fostering

Promoting British values/Radicalisation and violent extremism

[Promoting fundamental British values through SMSC - Publications - GOV.UK](#)
SRE

Sexting

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting in schools and colleges UKCCIS 4 .pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS_4_.pdf)

Gender-based violence/teenage relationship abuse

Trafficking

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

10 Safeguarding vulnerable groups

Some children are living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes. Some may need help or intervention from CSSW or other agencies in order to overcome problems or keep them safe. Schools/colleges should be aware of the following policies so that they are able to respond to the needs of these vulnerable groups.

Children at risk of sexual exploitation

[Child Sexual Exploitation | Camden Safeguarding Children Board](#)

Children at risk of female genital mutilation (FGM)

[Female genital mutilation: guidelines to protect children and women - Publications - GOV.UK](#)

Children at risk of forced marriage

[Forced marriage - Detailed guidance - GOV.UK](#)

Children who run away/go missing

[Policies / Guidance | Camden Safeguarding Children Board](#)

Schools should also be aware that going missing is an indicator of other issues, such as child sexual exploitation, gang activity and trafficking.

Young people living with domestic or sexual violence

*Schools can refer young people affected by domestic or sexual violence to the specialist worker based in the Camden Safety Net on **020 7974 1864** for advice and support.*

Young people at risk from gang activity or serious youth violence
[Safeguarding children and young people who may be affected by gang activity - Publications - Inside Government - GOV.UK](#)

*Camden has a comprehensive strategy for reducing the risks posed by gang activity, and schools can refer young people to the Young Person's Advocate based in the Youth Offending Service on **020 7974 6174** for advice.*

Trafficked children

The CSCB protocol provides guidance for agencies where it is thought children have been trafficked into or within the UK or where they are vulnerable to modern slavery/forced labour.

[Child Trafficking | Camden Safeguarding Children Board](#)

Privately fostered children

*Schools have a legal duty to notify Camden of any pupil they know to be privately fostered. Schools should contact the Fostering team on **020 7974 6783** to notify Camden of any private fostering arrangements that come to their notice.*

Young carers

*If schools have concerns about a pupil they believe to be a young carer, they can contact Family Action on **020 7272 6933** for advice and can refer the pupil on for services and support. Further details can be found on the website.*

www.family-action.org.uk

11 Managing allegations against other pupils - Peer on Peer Abuse

At King's Cross Academy, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

DfE guidance Keeping Children Safe in Education (2016) says that "governing bodies should ensure that there are procedures in place to handle allegations against other children". The guidance also states the importance of minimising the risks of peer-on-peer abuse.

In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. However some allegations might be of such a serious nature that they become safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation; however we are aware that the abuse may take any form.

Definition

The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships

The definition for child sexual exploitation (DCSF 2009) captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another young person

The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development.

Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18 (London Safeguarding Children Board 2009)

The safeguarding implications of sexual activity between young people (1)

The intervention of child protection agencies in situations involving sexual activity between children can require professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation

(1) Taken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)

Prevention

At King's Cross Academy we will minimise the risk of allegations against other pupils by:

- Providing PHSE as part of the curriculum, which will help students develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Having effective systems within our school for students to be able to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be looked into and addressed
- Liaising and working with other professionals to develop robust risk assessments for pupils that are identified as posing a potential risk to other students
- Liaising with specialists to deliver appropriate targeted work to pupils identified as being at potential risk e.g. protective behaviours work

Allegations against other pupils (safeguarding issues)

Allegations of abuse or that are a safeguarding concern maybe made against other students within our setting. These may include allegations of physical abuse, emotional abuse, sexual abuse and sexual exploitation. Safeguarding

concerns or reports of abuse in any form may be made against students in our setting It may also be considered a safeguarding issue if the allegation:

- Is being made against an older pupil and refers to their behaviour towards a younger or more vulnerable pupil
- Is of a possible criminal nature
- Puts other pupils in the school at risk, or raises the risk factor for others
- Indicates that other pupils may have been harmed or be at risk or harm
- Includes bullying (under the definition of emotional abuse) or intimidation Managing allegations against other pupils (peer on peer abuse) August 2016

Specific safeguarding issues against another student may include:

Physical abuse:

- Pre-planned violence
- Physical altercations
- Forcing other to carry out violence
- Forcing others to use drugs, alcohol or other substances

Emotional abuse:

- Bullying
- Threats and Intimidation
- Blackmail/extortion

Sexual abuse:

- Sexual assault
- Indecent exposure
- Indecent touching
- Showing pornography to others
- Forcing others to create/share/download indecent images
- Sexting (see full guidance)

Sexual exploitation:

- Encouraging/enticing other pupils to engage in inappropriate sexual behaviour
- Photographing or videoing other children performing indecent acts
- Sharing images through social media

Procedure

When an allegation is made by a pupil against another student, which is of a safeguarding nature it should be reported to the designated safeguarding lead (DSL) as soon as possible (see the front of the safeguarding policy for the name of the DSL and how to contact them).

A factual record must be kept (as normal safeguarding child protection procedures) and updated with all actions and outcomes

The incident should not be investigated at this time.

The DSL will contact the MASH to discuss the case, and make a formal referral where appropriate.

If the allegation indicates that a potential crime has taken place the MASH will refer the case to the police

Parents of both the alleged victim and the student being complained about should be informed, this should be discussed during the consultation with the MASH.

A risk assessment will be considered at this time to protect all parties involved. It may be appropriate to exclude the alleged culprit against whom the report has been made for a fixed time in line with our schools behaviour policy and procedures and dependent on the individual's age.

Police and social care will lead any investigation, however where neither police nor social care thresholds are met, The Academy will then undertake a thorough investigation following our policies and procedures.

A risk assessment will be considered along with an appropriate supervision / behaviour plan.

Support should be given to all student involved, and they should be involved in the relevant meetings and sign and agree to the plans that are set.

The plan should be monitored and review dates set.

If allegations made directly to other agencies

In some circumstances parent or the alleged victims will report directly to other agencies. In these cases (if not police or social care) these agencies should make referrals to the MASH or the police.

MASH or police should liaise directly with the DSL for the school to inform them of the situation, or liaise with a member of the Designated Officer (LADO) and schools safeguarding team who will contact the DSL with the information.

All professional involved can support with the risk assessment and management of such allegations.

Police action and responsibility

The Metropolitan Police will make an assessment on a case by case basis as to the legality, proportionality and necessity to share information with partner agencies, including schools.

Where a report is made concerning a school-age child, and the school / educational establishment is already involved, the police should keep the DSL for that setting updated with developments in the case and police officer / staff dealing with the matter.

Where a report is made concerning a school-age child and the school / educational establishment is not already involved, the police must always give active consideration to sharing relevant information with the setting. This will ensure that the setting can take necessary measures to ensure the safety of the children involved and others they may come into contact with. The decision on appropriate measures to take should be made by the setting with support from the police as necessary.

In the case of police or court bail conditions for safeguarding cases, the police must notify the setting of the conditions which are relevant to keep the child and others safe in the setting.

If a report indicates a safeguarding concern regarding a child or a risk they may pose to others, the presumption is the report will be shared with those who need to know to help keep children safe. A review strategy meeting may be the most appropriate way of communicating and agreeing a suitable course of action.

12 Co-location

King's Cross Academy will be co-located with Frank Barnes School for Deaf Children (FBS).

This policy along with the procedures will be adhered to in safeguarding all children at the King's Cross campus whether they are from the Academy or FBS. The following is a list of key points that have been agreed by both schools:

- The safeguarding policies of both schools are closely matched in order to ensure the safety and well-being of all pupils within the King's Cross campus. Any changes to Academy or FBS policies will be subject to consultation of both Headteachers.
- If a child from FBS discloses to a member of Academy staff they will report their findings to the child protection lead at FBS – contact details listed on page 1.
- The shared Facilities Manager together with the Headteacher's from both schools have responsibility for the day to day management of Health and Safety of the whole campus.
- The Single Central Register for both schools will be administered by the shared Business Manager who will communicate any safeguarding concerns to the individual Headteachers and will respect confidentiality with regard to the separate schools at all times.

13 Monitoring and Reviewing Policies

To enable the Academy to monitor the safety of the premises and the Academy environment, as well as the implementation of policies, the Headteacher will ensure that;

- all Academy policies are regularly monitored by the designated teacher and annually reviewed by the Headteacher and Governing Body;
- the Academy keeps a central record of all accidents and incidents including what action was taken and by whom;;
- staff are aware of their responsibility to record accidents and incidents;
- the Headteacher has an overview all accidents/incidents;
- racist incidents are recorded and dealt with in accordance with DfE guidance;
- serious accidents and incidents are reported to the board of governors;
- the designated teacher ensures a high standard of recording of child protection concerns;
- all accidents and incidents are scrutinised on a regular basis by the Board of Governors to identify any problems or weaknesses around Academy safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

Document Management

Written by	Emyr Fairburn
Approved by Governors	October 2017
Date for Review	October 2018
Signed – Chair of Governors	
Signed – Headteacher	

Appendix 1:

CHILD PROTECTION; DEFINITIONS AND INDICATORS

Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, FSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

Neglect: failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

Physical abuse: causing physical harm or injury to a child.

Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

Emotional abuse: failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

Possible indicators of abuse and neglect

Neglect	<ul style="list-style-type: none"> • Inadequate or inappropriate clothing • Appears underweight and unwell and seems constantly hungry • Failure to thrive physically and appears tired and listless • Dirty or unhygienic appearance • Frequent unexplained absences from Academy • Lack of parental supervision
Physical abuse	<ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment
Sexual abuse	<ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development • Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend • Continual, inappropriate or excessive masturbation • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy • Unwillingness to undress for sports
Emotional abuse	<ul style="list-style-type: none"> • Developmental delay • Attachment difficulties with parents and others • Withdrawal and low self-esteem
Indirect indicators of abuse and neglect	<ul style="list-style-type: none"> • Sudden changes in behaviour • Withdrawal and low self-esteem • Eating disorders • Aggressive behaviour towards others • Sudden unexplained absences from Academy • Drug/alcohol misuse • Running away/going missing
Parental attributes	<ul style="list-style-type: none"> • Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with Academy and other professionals

Appendix 2

Safeguarding children monitoring/incident form

King's Cross Academy

Name of child:

DOB:

Status: monitoring due to concerns subject to child protection plan

Concerns/risks

Attendance and punctuality

Periods of exclusion (including dates)

Contact with parents/family

Health and physical appearance

Behaviour and emotional presentation (including any sexualised behaviour)

Concerning incidents

Peer relationships

Academic performance and achievement

Views of child and parents

Outcomes of monitoring

- continue monitoring carry out CAF referral to FSSW
 referral to health services referral for education support services
 referral for behavioural support referral on behalf of parent/carer

Action taken

Name of staff member:

Date:

Appendix 3: Academy central record

Important notes

This record should include:

- All staff, including supply staff and teacher trainees on salaried routes, who work in school
- All others who work in regular contact children in Academy, including volunteers
- For independent schools, including academies, free schools, all members of the proprietorial body

Agency staff

Please give details of confirmation of checks that have been carried out by the supplying agency.

Volunteers

- Unsupervised volunteers should not be left alone or allowed to work in regulated activity.
- For new volunteers in regulated activity who regularly teach children unsupervised an enhanced DBS is needed with a barred list check.
- For new volunteers not in regulated activity, schools should obtain an enhanced DBS certificate.
- Existing volunteers who provide personal care, the Academy should consider obtaining an enhanced DBS.
- Existing volunteers who are unsupervised do not need to have a DBS check with a barred list check because the volunteer should have been checked originally.
- For existing volunteers not in regulated activity there is no requirement for an enhanced DBS check (an Academy can request one but may not request a check of the barred list).
- For a volunteer not engaging in regulated activity a risk assessment should be made and a professional judgement made about the need for an enhanced DBS check.
- Supervision of volunteers – there must be supervision by a person in regulated activity, where supervision occurs, this must be regular and day to day and the supervision must be reasonable in all the circumstances to ensure the protection of children.

Regulated activity

Regulated activity (see p17 for definition) – the period condition is at any time on more than three days in any period of 30 days. 'Frequently' is doing something once a week or more. Work of the nature defined (p17) is considered regulated activity if done regularly; where this is the case an enhanced DBS check is needed with a barred list check.

Contractors

Contractors or employees of contractors working at the Academy should have the appropriate level of DBS check if a check is required, e.g. if the contractor is carrying out teaching or providing a level of care or supervision of children regularly.

Documents

Please note that there is no requirement to list DBS numbers. Also, to comply with the Data Protection, DBS certificates should not be retained any longer than six months. Other documents to verify identity, right to work in the UK etc, should be kept in personnel files.

Appendix 4: King's Cross Academy Safeguarding Checklist

Academic Year:

- The Designated Person (DP), Headteacher and Governing Body should consider the following areas in order to establish whether the Academy policies and procedures effectively safeguard children and staff. Supporting evidence must be provided for each indicator. All identified actions should have an indicative timescale.

Appendix 4: Schools safeguarding checklist

To be used by the head teacher and governors to carry out an assessment of the school's safeguarding framework

Name of school:

Address:

Head teacher:

Contact details:

Date of safeguarding assessment:

Requirement	Yes	No	Comments/action
Leadership and the safeguarding and child protection framework			
The school has comprehensive safeguarding policies covering early help and child protection and a staff conduct policy covering use of technology, relationships with pupils, communications and use of social media			
There are agreed local procedures in place for making referrals to CSSW where there are concerns about the safety and welfare of a child			
There is a designated governor with responsibility for safeguarding and child protection			
A senior member of the leadership team has been appointed as the designated safeguarding lead and a nominated deputy to carry out the role in their absence and they have the time and resources allocated to carry out their responsibilities			
The safeguarding lead and their deputy have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 2 years.			

Arrangements are in place to ensure staff can liaise with the safeguarding lead or their deputy at all times during school hours			
The school promotes a multi-agency approach to safeguarding and child protection in line with <i>Working together</i> and staff are able to attend child protection conferences and other multi-agency meetings as appropriate			
The curriculum offers opportunities for pupils to learn how to keep themselves safe, including online			
The school promotes positive behaviour and this is reflected in behaviour management strategies used; reasonable force and restraint is used only in line with legislation; use of any behaviour management strategy is tailored to the needs of the pupil and carefully monitored for effectiveness			
The school has effective policies for dealing with bullying and discrimination, including cyberbullying, sexting and inappropriate language			
There is a policy around dealing with allegations against staff and all staff are aware of the policy and know what action to take if they have concerns about another member of staff			
The school has a policy of openness and challenge and staff and pupils feel safe to raise concerns; there is a whistleblowing policy in place and all staff and pupils know who to contact if they are concerned that safeguarding issues are not being adequately dealt with by the school			
The school has an internet safety policy setting out how pupils will be kept safe online and the standards for use of technologies expected from pupils and staff including mobile devices; all pupils and staff have signed an acceptable use agreement			
The school have taken steps to implement the Prevent duty and staff are aware of how to make appropriate referrals to Channel Panel			
The school has a policy on dealing with children who harm other children and all staff are aware of what action to take under this policy			
The school seeks the views of pupils and parents with regard to safeguarding issues and all safeguarding and child protection policies are available on the school website			
Staff knowledge and e safeguarding practice			
All staff are inducted in safeguarding arrangements in the school and have received and read all relevant policies			
All staff have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 3 years.			
All staff receive regular updates to safeguarding and child protection legislation via the designated safeguarding lead as required			
All staff are able to identify those children who may benefit from early help and are able to provide support within the school or make appropriate referrals to Camden's Early help service			

All staff are able to recognise the indicators of abuse and harm, can identify children who may be at risk of harm			
All staff know what action to take to refer children appropriately to CSSW where there are concerns and make timely referrals and follow up referrals where it is thought the child's situation is not improving			
All staff are aware of their legal duty under the mandatory reporting rules for FGM and can make appropriate notifications to the police and CSSW in known cases of FGM			
All staff are aware of what actions to take when a child goes missing from education or does not attend and that missing episodes are monitored; all staff are aware of the link between going missing and safeguarding issues such as sexual exploitation, criminal behaviour, substance misuse and trafficking; there are procedures in place to notify Camden where a child is removed from the school roll in line with the local <i>Children missing from school</i> policy			
All staff are able to share information lawfully and appropriately and work jointly with partner agencies; parents are informed of concerns and actions taken unless this puts the pupil at further risk			
Records of concerns and referrals are up to date and timely and kept securely			
All staff receive regular supervision that enables them to raise safeguarding issues			
Risk assessments are routinely carried out to ensure the health and safety of pupils on site, on school trips and during work experience			
Pupils feel safe and are aware of how to raise concerns and complaints with a trusted adult			
Safe recruitment			
The school has a safe recruitment procedure that is in line with statutory requirements			
The school has a single central record providing details of when and by whom the following checks on candidates were taken out: <ul style="list-style-type: none"> • Identity checks • DBS/barred list checks • Prohibition from teaching checks • Appropriate checks with overseas organisations where the candidate is from abroad • Checks to establish right to work in the UK • Professional qualifications check 			
The school has a clear system in place in line with statutory requirements for volunteers or contractors coming into the school. Enhanced DBS checks are taken out on all staff members, volunteers and governors; barred list checks are also taken out on staff, volunteers and governors who are involved in regulated activity			
The head teacher or other member of the senior leadership team decides on whether or not volunteers, visitors or contractors require a DBS check and this decision is informed by a risk			

assessment; arrangements are put in place to supervise and oversee volunteers, visitors and contractors where a DBS check is not carried out and children are not left unsupervised with any individual who has not undergone a DBS check			
The school seeks written confirmation from agencies that these checks have been taken out on all agency and supply staff prior to appointment; all agency and supply staff are required to present proof of identity prior to beginning work			
A member of the governing board or senior leadership team involved in interviewing has completed an accredited safe recruitment training course			
Dealing with allegations against staff			
There is a named staff member with responsibility for liaising with the police and LADO			
Appropriate referrals are made to the DBS where staff cease to work at the school following investigation into allegations			

Supplementary Information for completion of the Safeguarding Checklist

DSP arrangements	<i>It is a statutory requirement that the lead DP is a senior member of the Academy's leadership team. The designated person need not be a teacher but must have the status and authority within the Academy management structure to carry out the duties of the post. In many schools a single designated person will be sufficient, but a deputy should be available to act in the designated person's absence. In large establishments, or those with a large number of child protection concerns, it may be necessary to have a number of deputies to deal with the workload.</i>
The role of the Head teacher	<i>For those Headteachers who are not DPs, their contribution to safeguarding and child protection is to lead, facilitate, support, innovate and evaluate. Headteachers who are also DPs have the additional operational role of managing individual cases. The Headteacher must ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including making referrals, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children in need/in need of protection.</i>
Nominated Child Protection Governor	<i>It is recommended that an individual member of the governing body is appointed as the nominated Child Protection Governor to champion child protection issues within the Academy, liaise with the head teacher and DP/s about them, and provide information and reports to the Governing Body as appropriate.</i>
Monitoring and auditing	<i>The Designated Person should bring to the attention of the Governing Body any deficiencies which may affect compliance with the Education Act 2002 Section 175/157 and support the identification of areas for improvement.</i> <i>Safeguarding Children and Safer Recruitment in Education, DfES 2006 states that Governing Bodies are accountable for ensuring they remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to their attention.</i>

<p>Bullying, discrimination and harassment</p>	<p><i>Under the Ofsted inspection framework, safeguarding is assessed under ‘Behaviour and safety of pupils’ as well as ‘Leadership and Management’. The behaviour and safety judgement takes account of a range of evidence about behaviour and safety over an extended period. This evidence may contribute to inspectors’ evaluation of how well the Academy promotes pupils’ spiritual, moral, social and cultural development.</i></p> <p><i>Please see the Ofsted publications ‘The framework for Academy inspection’ and the ‘Academy inspection handbook’ for more details.</i></p>
<p>Induction</p>	<p><i>It is recommended that all new staff/volunteers receive some input about the Academy’s safeguarding arrangements on the first day of starting at the Academy. This should include details of the Child Protection Policy, the name and contact details of the DP, Deputy DP and the Chair of Governors. The quick reference guide has been developed for this purpose.</i></p> <p><i>As well as an initial introduction to the Academy’s safeguarding procedures, it is recommended that a more in-depth safeguarding induction is delivered within the first week, which briefs staff on the safeguarding arrangements within the Academy and their individual responsibilities for safeguarding and promoting the welfare of children. A PowerPoint presentation is available.</i></p> <p><i>Following induction, Safeguarding Children training needs to be arranged as soon as possible (within the first term). See section below for more information.</i></p>
<p>Single agency, stage one training</p>	<p><i>Single agency, stage one training is training carried out by a particular agency for its own staff, e.g. external training provider. It is training to ensure Academy staff have up to date knowledge and skills and an opportunity to reflect on their experiences.</i></p> <p><i>Safeguarding Children and Safer Recruitment in Education, DfES 2006 sets out clearly that all staff and volunteers working with children in the Academy setting must receive Stage One Safeguarding Training every three years. This includes the Deputy and Lead DPs.</i></p> <p><i>Staff requiring the training outside of the three yearly statutory update should receive catch up training by the Designated Person at their Academy. Training resources have been designed to support DSPs in the delivery of this training.</i></p>

	<i>It is also good practice for the DP to deliver a safeguarding refresher annually to ensure all staff are up to date with their training and all new staff receive timely training on issues relating to safeguarding.</i>
Staff that have missed the three year cycle of stage one training	<i>Staff requiring the training outside of the three yearly statutory update will receive catch up training by the Designated Person at their Academy.</i>
Single agency, stage two training	<p><i>Single-agency, stage two training is training is for those who have a lead role in safeguarding or who have regular or intensive contact with children and families (i.e. DPs).</i></p> <p><i>In addition to the Stage 1 (whole Academy training), the Designated Senior Person/s for Child Protection in the Academy must receive appropriate Stage 2 training to enable them to fulfil their specific role and responsibilities. Thereafter, DPs should undertake further training at Stage 2 at least every two years. This training may be single or interagency in nature.</i></p>
Inter-agency, stage two training	<p><i>Inter-agency, stage two training is for employees of different agencies who either work together formally or come together for training or development e.g. HSCB, NSPCC training etc. It is for those who have a lead role in safeguarding or who have regular or intensive contact with children and families.</i></p> <p><i>Ofsted will want to see that DPs have accessed some training in inter-agency working, in line with 'The framework for Academy inspection' and the 'Academy inspection handbook'. These can be found at:</i></p>
Governor training	<i>Whether the Governing Body acts collectively or a nominated Child Protection Governor takes the lead with respect to safeguarding issues in the Academy, it is helpful if all members of Governing Bodies to undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.</i>
Policies and procedures	<i>Governing Bodies are accountable for ensuring their establishment has effective policies and procedures in place in accordance with this guidance, and monitoring the Academy's compliance with them.</i>
Supplementary guidance	<i>DPs must be familiar with the legislative framework and guidance for safeguarding to ensure they are clear about their responsibilities and how to fulfil these. This will also give an understanding of the responsibilities and processes of other agencies.</i>

Supplementary guidance outlines procedures to be followed in specific circumstances related to safeguarding children. Some examples of supplementary guidance include:

- DfE. Keeping Children Safe in Education, Statutory Guidance for schools and colleges. April 2014
- DfE. Keeping Children Safe in Education, Information for schools and colleges. April 2014
- HM Government (March 2013) Working together to safeguard children
- Safeguarding children from female genital mutilation (DCSF/DoH fact sheet)
- DCSF (2007). Safeguarding children from abuse linked to a belief in spirit possession
- DCSF and Home Office (2007). Safeguarding children who may have been trafficked
- DfE Keeping Children Safe in Education (April 2014)
- HM Government (2008). Safeguarding children in whom illness is fabricated or induced
- DCSF (2009). Safeguarding disabled children – practice guidance
- HM Government (2009). The Right to Choose: multi-agency statutory guidance for dealing with forced marriage and HM Government (2009) Multi-agency practice guidelines: handling cases of forced marriage
- HM Government (2009). Safeguarding children and young people from sexual exploitation
- HM Government (2010). Safeguarding children and young people who may be affected by gang activity
- London child protection procedures (5th edition) 2013
- FCO guidance
- CSCB protocol on children abused through sexual exploitation

There is not an expectation that DPs necessarily print copies of these; however they must know which are relevant and know how to access them. Good practice would be to disseminate these as appropriate to Academy staff to raise awareness, perhaps as part of an annual safeguarding refresher staff meeting.

	<p>Camden guidance:</p> <ul style="list-style-type: none"> • Camden model safeguarding policy • Camden 'anti-bullying' policy • Camden guidance for dealing with allegations • Camden 'missing from Academy' policy • Camden 'SRE' policy
Extended Services	<i>Where services or activities are provided separately by another body, the governing body should be satisfied that the provider concerned has appropriate policies and procedures, including those for staff appointments in place in regard to safeguarding children and child protection and there are arrangements to liaise with the Academy on these matters where appropriate.</i>

Individual Casework <i>(Individual casework tasks focus on confidential information and safeguarding activity in relation to individual children)</i>	
Record keeping	<i>Good record keeping is important and is part of the accountability of professionals to those who use their services. Schools are required to maintain an educational record for each pupil and to share this with parents. An educational record includes a curricular record (pupil's academic achievements, other skills, abilities and progress in Academy) and any safeguarding records kept about that child. Working Together to Safeguard Children (DFE, 2013) and The Education (Pupil Information) (England) Regulations 2005</i>
Children missing from education	<i>Should a child leave a Camden Academy without notice being given by the parent or without the Academy being advised by the parent of the new address and/or Academy the child is to attend, the Academy should notify the Education Welfare Service as soon as possible.</i>
Allegations Management and Safe Working Practice	
Managing allegations	<i>Head teachers, Chairs and Vice Chairs of Governors must be able to demonstrate awareness of procedures for Managing Allegations Against Staff</i>
Safer Recruitment	<i>It is vital that Schools adopt recruitment and selection procedures processes that help to deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them. Governing</i>

	<p><i>Bodies should ensure the Academy operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.</i></p> <p><i>At least one member of the recruitment panel must have completed safer recruitment training; or where an individual is in charge of recruitment, that individual must have completed the training.</i></p> <p><i>Safer recruitment accreditation lasts for only five years.</i></p>
<p>Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (DSCF March 2009)</p>	<p><i>This DCSF practice guidance provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. It is relevant to both individuals and schools services working with or on behalf of pupils. It is recommended that schools /services use this guidance to develop and promote safer working practice by ensuring that all employees and volunteers are made aware of its contents, have access to the document and understand the expectation that they will work to it.</i></p>