



GNSA Multi Academy Trust Safeguarding and Child Protection Policy

Updated	Next Review	Reviewed by	GB/Committee Ratification
Jan 2017	Sept 2017	Safeguarding Team	Standards and Curriculum Committee
Sept 2017	July 2018	Safeguarding Team	Standards and Curriculum Committee

Any reference in this policy to **parents** means;

- All natural, parents whether they are married or not
- Any person who has parental responsibility for a child or young person
- Any person who has care of a child or young person i.e. lives with and looks after the child

MAT means Multi Academy Trust

This policy applies to students/pupils under the age of 18 years

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1 Introduction

This is a **statutory document** which promotes and supports the vision and values of Guru Nanak Multi-Academy Trust.

Vision: "To provide an outstanding learning environment which challenges all of us to achieve our full potential and to continually share our knowledge and skills with the local and global community."

Values: The values of Guru Nanak Multi Academy Trust are encapsulated by the **SHARE** acronym. These values are at the heart of everything we do and describe the qualities our students/pupils and staff value most- Service to others, Humility, Achievement, Respect and Equality.

The purpose of this policy is to inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding our students/pupils, as well as to provide a clear understanding of how these responsibilities should be carried out.

Core Safeguarding Principles

- It is a whole school responsibility to safeguard and promote the welfare of students/pupils, where all professionals should adopt a child-centred approach.
- All students/pupils regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All students/pupils have a right to be heard and to have their wishes and feelings taken into account.
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies.
- All staff have a responsibility to recognise vulnerability in students/pupils and act on any concern in accordance with this guidance.

Child Protection Statement

Across the Guru Nanak Multi-Academy Trust, we fully recognise our moral and statutory responsibility to safeguard and promote the welfare of all students/pupils. We endeavour to provide a safe and welcoming environment where students/pupils are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that our students/pupils receive effective support, protection and justice. The procedures contained in this policy apply to all staff and governors and are consistent with those of the safeguarding procedures for children in the London Borough of Hillingdon and all other relevant local authorities.

Policy Aims

- To identify the Safeguarding Team and explain their roles.
- To provide all staff with the necessary information and a clear understanding of their roles and responsibilities with respect to safeguarding and their child protection responsibilities.
- To outline the process to follow where there is a concern about the safety and welfare of a student/pupil across the Multi-Academy Trust.
- To set out expectations in respects of training.
- To outline how complaints against staff will be handled.
- To state how the implementation of this policy will be monitored, whilst ensuring consistency and good practice.

This policy is one of a series in the school's integrated safeguarding portfolio. This policy should be read in conjunction with the Safer Recruitment Policy, Behaviour Policy, Anti-Bullying Policy, Code of Conduct and E-safety Policy.

2. Context and Statutory Framework

Context

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- DfE guidance Keeping Children Safe in Education 2016, Part 1 - see **Appendix 1**
- Working Together to Safeguard Children 2015
- Ofsted guidance 'Inspecting safeguarding in early years, education and skills' (2016)
- Framework for the Assessment of Children in Need and their Families (2000)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT Duty)
- Female Genital Mutilation Act 2003 (Section 74), Serious Crime Act 2015)

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

3. Safeguarding Roles and Responsibilities

Roles and Responsibilities of the Safeguarding Team

Guru Nanak Multi-Academy Trust has a Safeguarding Team. The designated senior person responsible is set in accordance with a designated lead for each school.

Designated Safeguarding Leads (DSL):

Nanaksar Primary School: Miss Anushka Chatur

GNSA Primary: Mrs Pavindeep Dhaliwal

GNSA Secondary: Mr Thomas Perryman

The deputy designated persons across the Multi-Academy Trust are:

Designated Safeguarding Officers (DSO):

Mrs Kulwinder Grewal

Mr Malcolm Weiss

Mr Antonio D'Onofrio

The **Designated Governor** responsible for child protection and safeguarding is:

Mr Peter Ryerson.

Where referrals are not made by the Designated Safeguarding Lead, the Designated Safeguarding Lead will be informed, as soon as possible, that a referral has been made.

During term time members of the Safeguarding Team (Designated Safeguarding Leads and Designated Safeguarding Officers), will always be available for any stakeholder (staff, volunteers, students/pupils, parents, governors, other adults) in the school to discuss any safeguarding concerns.

In recognising the need for the Multi-Academy Trust to offer out of hours support for staff the following advice is given;

- 'Imminent risk' child protection and safeguarding concerns should be directed to 999 with the appropriate emergency authority requested. (Imminent risk means that you deem the child to be at risk of immediate harm – in these cases do not put yourself or the child at any unnecessary risk. **Call 999 immediately** (if safe and feasible to do so) and follow the directions and advice given from the appropriate emergency service requested (dependant on the motivation for the call).
- Urgent child protection referrals, social care concerns, to be called in directly to Hillingdon's out of hours duty social worker on 01895 250111.
- General child protection and safeguarding concerns can also be directed to the NSPCC on 0808 800 5000.

Please be sure to update the designated safeguarding lead, accordingly, at the earliest possibility.

All stakeholders are made aware of who the members of the Safeguarding Team are, through posters which are displayed around the school and inserted in student/pupil diaries – see **Appendix 2**. There will always be an identified person on duty at all times, whose information will be held at the entrances to all 3 schools, made clear to all staff and visitors.

See **Appendix 3** for the job description for the Designated Safeguarding Leads and Officers. See **Appendix 4** for the job description of the Designated Governor for Safeguarding.

Roles and Responsibilities of Staff

All members of staff have a responsibility to:

- Provide a safe environment in which students/pupils can learn.
- Ensure all students/pupils are able to develop appropriate strategies to recognise and respond to risk and build resilience.
- Identify and recognise students/pupils who may be in need of early help, who are suffering, or are likely to suffer significant harm.
- Provide help for students/pupils, where appropriate and take appropriate action to prevent safeguarding concerns escalating and work with other services as needed.

The welfare and safety of students/pupils are the responsibility of all staff and **ANY** concern for a pupil's welfare **MUST** always be reported to the Designated Safeguarding Leads or Officers.

4. Safeguarding & Child Protection Procedures

Student/Pupil disclosure to a member of staff

Staff must not offer absolute confidentiality. Where there are child protection issues, the member of staff must refer the matter to the Designated Safeguarding Lead or Officer within the Multi-Academy Trust, following the procedures within this policy.

All members of staff across the Multi-Academy Trust know what to do if a student/pupil tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the Designated Safeguarding Leads and Officers. Members of staff know they must never promise a student/pupil that they will not tell anyone about a concern or allegation as this may ultimately not be in their best interests.

See **Appendix 5** for advice for staff on responding to safeguarding concerns and the procedure to follow.

These are based upon the following principles:

- Listen / Ask / Stop
- Tell
- Take Seriously
- Affirm
- Refer

Allegations involving Staff & Volunteers

Staff who are concerned about the conduct of a colleague towards a pupil/student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the student/pupil is paramount. The school's Whistleblowing Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Executive Principal. Complaints about the Executive Principal should be reported to the Chair of Governors.

Staff who are the Subject of an Allegation

When an allegation is made against a member of staff, set procedures must be followed. A student/pupil may make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt in a timely manner, consistently and to be kept informed of its progress. Suspension is not mandatory, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

All of these allegations will be reported to the LADO (Local Authority Designated Officer) safeguarding lead. The full procedures for dealing with allegations against staff can be found in *Safeguarding Children and Safer Recruitment in Education*.

5. Record Keeping

Staff will record any welfare concern that they have about a pupil/student on the Safeguarding/Welfare Concern Form (with a body map if injuries have been observed) and pass it without delay to a member of the Safeguarding Team – **Appendix 6**. Records will be completed as soon as possible after the disclosure/incident, signed and dated by the member of staff and the member of the Safeguarding Team. **If the situation is urgent you should take action immediately and complete the form after.**

- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with Designated Safeguarding Lead or Officer.
- Safeguarding/Welfare Concern Forms are easily accessible from the staff room, school office and shared area on staff network/intranet etc.
- Safeguarding records are kept for individual students/pupils and are maintained separately from all other records relating to the students/pupils in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the Safeguarding Team in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Forms to be marked, 'Restricted.' Safeguarding records are shared with staff on a 'need to know' basis only.
- Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage.
- All safeguarding records will be transferred in accordance with data protection legislation to the student/pupil's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- The Executive Principal will be kept informed of any significant issues by the Designated Safeguarding Leads.

The use of the School Premises by other Organisations

Where services or activities are provided separately by another external body using the school premises, the Executive Principal and Governing Body will seek written assurances that the external organisation concerned has the appropriate policies and procedures in place with regards to Safeguarding Children and Child Protection.

6. Confidentiality

Guru Nanak Multi-Academy Trust recognises that all matters relating to Safeguarding and Child Protection are confidential. The Executive Principal or Designated Safeguarding Leads and Officers will only disclose information about a student/pupil to other members of staff on a 'need to know' basis.

All members of staff must be aware that whilst they have duties to keep any information about students/pupils, families and colleagues which have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a student/pupil to keep secrets which might compromise their safety or wellbeing.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Processed in accordance with the data subject's rights

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that students/pupils and parents do not have an automatic right to see them. If any member of staff receives a request from a student/pupil or parent to see child protection records, they should refer the request to the Executive Principal.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

7. Training

All school staff will receive appropriate safeguarding training, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required.

The Designated Safeguarding Leads & Officers will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Their training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods at regular intervals, at least annually, to keep up with any developments relevant to their role.

All members of staff have been provided with a copy of part one of the "Keeping Children Safe in Education" (2016) which covers Safeguarding information.

The Safeguarding Team will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted in line with the school's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.

All staff members (including temporary staff) will receive appropriate safeguarding and child protection training which will enable them to:

- Recognise potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
- Respond appropriately to safeguarding issues and take action in line with this policy
- Record concerns in line with the school policies
- Refer concerns to the DSL or DSO and be able to seek support external to the school if required

All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms.

All staff members (including temporary staff) will also be made aware of the schools expectations regarding safe and professional practice via the Code of Conduct and as part of the Induction Process.

The Designated Safeguarding Leads and Executive Principal will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

8. Types of Abuse and Neglect

All staff across the Multi-Academy Trust should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

For definitions and possible indicators and signs of abuse, see **Appendix 7**. Staff should also refer to the DfE guidance 'Keeping Children Safe in Education 2016,' Part 1Part 1 in Appendix 1.

All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another. Members of staff are aware that student/pupil welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Abuse and neglect can happen over a period of time, but can also be a one-off event. This can have major long-term impacts on all aspects of a student/pupil's health, development and well-being.

In addition to the four categories above, members of staff need to be fully alert to the specific safeguarding issues stated below (from Keeping Children Safe in Education 2016). Expert and professional organisations are best placed to provide up-to-date guidance and practical support on such specific safeguarding issues. Staff can also access government guidance as required on the issues listed below via GOV.UK and other government websites. These areas are explained further in Appendix 8, alongside links for further information – see **Appendix 8**:

- Bullying including cyberbullying
- Children missing education – and Annex A
- Child missing from home or care
- Child sexual exploitation (CSE) – and Annex A
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – and Annex A
- Forced marriage- and Annex A
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults
- Private fostering
- Preventing radicalisation – and Annex A
- Relationship abuse
- Sexting
- Trafficking

Appendix 8 also contains further information on the following key safeguarding issues:

- Looked after children
- SEND & Vulnerable Groups
- Honour-Based Violence

9. Peer on Peer Abuse

All members of staff across Guru Nanak Multi-Academy Trust recognise that students/pupils are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to students/pupils by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned.
- Whether the perpetrator has repeatedly tried to harm one or more other persons.
- Whether there are concerns about the intention of the alleged perpetrator.

We believe that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern. We will take steps to minimise the risk of all forms of peer on peer abuse by:

- Providing a developmentally appropriate PSHCE curriculum which develops students/pupils understanding of acceptable behaviour and keeping themselves safe.
- Having systems in place for any student/pupil to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate
- Have relevant policies in place (e.g. behaviour policy).

Online Safety

Our students/pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, twitter, Instagram, snapchat and oovoo.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders

Our MAT has an online safety policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents.

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated.

10. Monitoring & Review

All school staff (including temporary staff and volunteers) will have access to a copy of this policy. The policy will also be available to parents/carers on the school website. All staff will sign to the effect that they have read and understood the policy's contents.

This policy has been written in to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare. The policy forms part of our school development plan and will be reviewed annually.

The Safeguarding Team will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

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Appendix 1: DfE Guidance Keeping Children Safe in Education – Part 1

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

Appendix 2: Student/Pupil & Staff Safeguarding Posters

The GNSA Multi-Academy Trust SAFEGUARDING Team



Designated Safeguarding Lead
in the Secondary Phase is: **Tom Perryman**



Designated Safeguarding Lead
in Primary Phase is: **Pavin Dhaliwal**



Designated Safeguarding Lead
in Nanaksar Primary Phase is: **Anushka Chatur**

This school is committed to safeguarding and promoting the welfare of children and expects EVERYONE- all staff and volunteers to share this commitment. If you are concerned about a child's welfare, please report your concern and any observations or conversations heard to any of the Designated Safeguarding officers as soon as possible - on the same day. Do not conduct your own investigation. You can contact any of the Safeguarding Officers through the school office.

Designated Governor for Safeguarding
Mr Peter Ryerson



Designated Safeguarding Officers
Antonio D'Onofrio, Malcolm Weiss & Kulwinder Grewal






"Safeguarding is everyone's business"

The GNSA Multi-Academy Trust SAFEGUARDING Team




Students



Mrs Dhaliwal



Mr Perryman

Designated Leads



Miss Chatur

Speak to us
we're here to
listen and help



Mr D'Onofrio



Mrs Weiss



Mrs Grewal

Designated Safeguarding Officers



All Staff

'Your safety' is our Top Priority

Appendix 3: Job Description-Designated Safeguarding Leads & Officers

The Designated Safeguarding Leads have the overall responsibility for the day to day oversight of safeguarding and child protection systems in school. They will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role.

The Designated Safeguarding Team's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods at regular intervals, at least annually, to keep up with any developments relevant to their role.

The Safeguarding Team consists of additional staff to deputise for the DSL, namely Designated Safeguarding officers. They have attended appropriate training which enables them to fulfil this role. Whilst the activities of the Designated Safeguarding Lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this responsibility will not be delegated.

It is the role of the Designated Safeguarding Lead to:

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- Coordinate safeguarding action for individual children
- Have an understanding of procedures in the London Borough of Hillingdon and other London Boroughs
- In the case of Children in Care, the DSL should have the details of the student/pupil's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
- Liaise with other agencies and professionals in line with Working together to safeguard children
- Ensure that locally established procedures are followed and making referrals to other agencies, including Early Help and Specialist Children's Services (SCS) as necessary
- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school's part in Early Help / Child in Need / Child Protection plans
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- Ensure all staff access appropriate safeguarding training and relevant updates
- Keeping written records of all concerns, ensuring that such records are stored securely
- Referring cases of suspected abuse to Children's Social Care or police as appropriate
- Notifying Children's Social Care if a child with a child protection plan is absent for more than two days without explanation

In addition to this, it is the responsibility of the Designated Safeguarding Officers to raise awareness:

- The designated safeguarding person should ensure the school or college's policies are known, understood and used appropriately.
- Ensure the MAT policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the MAT.
- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where students/pupils leave the MAT, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.
- Schools should obtain proof that the new school/education setting has received the safeguarding file for any student/pupil transferring and then destroy any information held on the child in line with data protection guidelines.

Appendix 4: Job Description-Designated Governor for Safeguarding

The Governing Body must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training across the MAT are effective and comply with the law at all times.

The Designated Governor for Safeguarding is Mr Peter Ryerson. Emails can be sent to peter.ryerson@gnsa.co.uk

The responsibilities placed on the Governor for Safeguarding include:

- ensuring that an effective child protection policy is in place, together with a staff code of conduct policy
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2016) – Appendix 1 and are aware of specific safeguarding issues
- ensuring that staff induction is in place with regards to child protection and safeguarding
- ensuring that all of the Designated Senior Persons (including deputies) should undergo formal child protection training every two years and receive regular (annual) safeguarding refreshers
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- ensuring that children are taught about safeguarding in an age appropriate way
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.

The Governing Body must also ensure that the school has:

- a child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents upon request and available on the school's website
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Executive Principal
- safer recruitment procedures that include the requirement for appropriate checks
- a training strategy that ensures all staff receive child protection training, with arrangements to ensure that all new, temporary staff and volunteers are made aware of the school's arrangements for child protection.

If Governor's request information about child protection data this should be made available to them.



Guru Nanak Multi Academy Trust

DISCLOSURES – WHAT TO DO

1. **Listen** To the pupil/student.
Allow them to talk freely.
- Ask** “Can you tell me who it was?”
If they will not answer, do not push them or offer suggestions.
- Stop** Do not ask any more questions.
We are here to gather information, in order to make a referral, and not to investigate.
2. **Tell** The pupil/student they are not to blame.
3. **Take Seriously** What the pupil/student has said. We should not make judgments about the information given.
4. **Affirm** *“I am glad you have told me. It was right to tell me. You have been brave and strong to tell me”.*
5. **Refer** Tell the pupil//student you must tell other people who can help. Tell a members of the Safeguarding Team, who will make the decision whether to refer or not.
6. **Put in writing** What the pupil/student has told you within 24 hours, by using the Safeguarding & Welfare Concern Form.

NEVER TELL A PUPIL/STUDENT YOU WILL KEEP A SECRET

Appendix 6: Safeguarding & Welfare Concern Form

Guru Nanak Multi Academy Trust Safeguarding & Welfare Concern Form 2017/18



IF THE SITUATION IS URGENT YOU SHOULD TAKE ACTION IMMEDIATELY AND COMPLETE THIS FORM AFTERWARDS

Completed by:

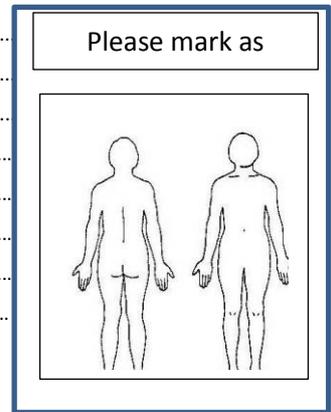
DATE: TIME:.....

Student/Pupil Name: Yr:

GNSA Primary GNSA Secondary Nanaksar

Reason for concern:

.....
.....
.....
.....
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Signed:

To be filled in by a member of the MAT Safeguarding Team:

Action:

.....
.....
.....
.....
.....

Outcome:

.....
.....
.....

Parents informed:

Yes No

Safeguarding Team Member

Name: Signature:..... Date:.....



Guru Nanak Multi Academy Trust

Advice Sheet: Guidance for Safeguarding Procedures 2017/18

All staff have a responsibility to create and maintain a safe learning environment for all students/pupils. We have a responsibility to identify where there are safeguarding and welfare concerns and take action to address them in partnership with other organisations.

- As a member of staff you have a legal responsibility to report any concerns you have regarding safeguarding or any disclosures made by a student/pupil.
- You are also responsible for ensuring that action has been taken as a result of your concerns.
- The recording of all concerns/incidents must be followed up in writing.

The MAT Safeguarding Team

Should you need to contact any member of the team, you can do so by visiting any of the school offices across the MAT.

Designated Safeguarding Leads (DSL):

- Nanaksar Primary School: Miss Anushka Chatur
- GNSA Primary: Mrs Pavin Dhaliwal
- GNSA Secondary: Mr Tom Perryman



**The designated
governor for
Safeguarding:
Mr Peter Ryerson**

The deputy designated persons across the Multi-Academy Trust are:

Designated Safeguarding Officers (DSO):

- Mrs Kulwinder Grewal
- Mr Malcolm Weiss
- Mr Antonio D'Onofrio



Protocol for Reporting Safeguarding Concerns

- Complete the Safeguarding & Welfare Concern Form (written recording is essential) and hand this in person to a member of the Safeguarding Team. This should be done as soon as possible and where the incident is urgent, completed after it has been reported.
- The Designated Lead or Officer will then decide on a course of action and file the safeguarding incident form in a confidential file.
- If no follow up is given or concerns grow, then it is your responsibility to reiterate your concerns and check progress.

USEFUL TIPS:

What to do...

- Stay calm, tell the student/pupil they have done the right thing
- Be honest, do not make promises you cannot keep – YOU HAVE A DUTY TO REFER
- Explain what you have to do next and to whom you have to talk to
- Acknowledge how hard it must have been for the student/pupil to tell you what happened.

What not to do...

- Do not ask leading questions
- Do not promise not to tell anyone
- Do not put words into a student/pupil's mouth or assume how they feel
- Do not attempt to interview the student/pupil.

Record Keeping

- All incidents **must** be recorded in writing and dated and signed (see Safeguarding & Welfare Concern Form)
- All forms can be found in the staff room, from any of the school offices across the MAT, on Staff Only and in the Policy

Records must:

- Be reported immediately and forms completed within 24 hours
- Be accurate and descriptive. Do NOT make any assumptions
- Be clear and concise

The Safeguarding Team are also here to support you, so please see them to discuss any concerns or to request any support.

**ALL STAFF MEMBERS HAVE A DUTY TO REFER AND SAFEGUARD THE STUDENTS/PUPILS IN OUR CARE.
ALL STAFF MUST ENSURE THEY HAVE READ AND UNDERSTOOD THE MAT SAFEGUARDING POLICY AND PROCEDURES.**

Appendix 7: Types & Indicators of Abuse

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse: Physical abuse, Sexual abuse, Emotional abuse and Neglect. Staff should refer to Part 1 and Annex A within 'Keeping children safe in education' 2016 (see appendix 1).

All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another.

Abuse and neglect can happen over a period of time, but can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional

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

The warning signs and symptoms of child abuse and neglect can vary from child to child. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the student/pupil and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to a member of the Safeguarding Team.

A child who is being abused or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries.
- Show signs of pain or discomfort.
- Keep arms and legs covered, even in warm weather.
- Be concerned about changing for PE or swimming.
- Look unkempt and uncared for.
- Change their eating habits.
- Have difficulty in making or sustaining friendships.
- Appear fearful.
- Be reckless with regard to their own or other's safety.
- Self-harm.
- Frequently miss school or arrive late.
- Show signs of not wanting to go home.
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn.
- Challenge authority.
- Become disinterested in their school work.
- Be constantly tired or preoccupied.
- Be wary of physical contact.
- Be involved in, or particularly knowledgeable about drugs or alcohol.
- Display sexual knowledge or behaviour beyond that normally expected for their age.

(This is not an exclusive list and serves as a guide, there are other indicators.)

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the professionals to decide how to proceed.

Staff must remember, it is their responsibility to report their concerns. It is not their responsibility to investigate or decide whether a student/pupil has been abused.

Appendix 8: Specific Areas of Safeguarding

Further information on specific areas of safeguarding from Keeping Children Safe in Education 2016, can be found through the links below.

Bullying including cyberbullying	https://www.gov.uk/government/publications/preventing-and-tackling-bullying
Children missing education - Annex A	https://www.gov.uk/government/publications/children-missing-education
Child missing from home or care	https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care
Child sexual exploitation (CSE) – Annex A	https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2
Domestic violence	https://www.gov.uk/guidance/domestic-violence-and-abuse
Drugs	https://www.gov.uk/government/publications/drugs-advice-for-schools
Fabricated or induced illness	https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced
Faith abuse	https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief
Female genital mutilation (FGM) – Annex A	https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation
Forced marriage- Annex A	https://www.gov.uk/guidance/forced-marriage
Gangs and youth violence	https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence
Gender-based violence/violence against women and girls (VAWG)	https://www.gov.uk/government/policies/violence-against-women-and-girls
Hate	http://educateagainsthate.com/
Mental health	https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
Missing children and adults	https://www.gov.uk/government/publications/missing-children-and-adults-strategy
Private fostering	https://www.gov.uk/government/publications/children-act-1989-private-fostering
Preventing radicalisation - Annex A	https://www.gov.uk/government/publications/prevent-duty-guidance
Relationship abuse	https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/
Sexting	https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
Trafficking	https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

For further information from Annex A, please see the following link (page 50):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Special Educational Needs & Disabilities (SEND) and Vulnerable Groups

We acknowledge that children with SEND can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEND can be disproportionately impacted by things like bullying- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

We recognise that some children are more vulnerable to abuse, neglect and additional barriers exist when recognising abuse for some children. To ensure all our students/pupils receive equal protection we will give special consideration to children who are;

- Disabled or have special educational needs
- Young carers
- Affected by parental substance abuse, domestic abuse, or parental mental health needs
- Asylum seekers
- Living away from home
- Vulnerable to being bullied or engaged in bullying
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation
- Do not have English as a first language
- At risk of female genital mutilation
- At risk of forced marriage
- At risk of being forced into extremism

Child Sexual Exploitation (CSE)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and

therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this Academy, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the *London Child Protection Procedures*. This will determine how and when information will be shared with parents and the investigating agencies.

Female Genital Mutilation (FGM)

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. The practice is not required by any religion.

FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.

FGM is prevalent in 30 countries. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East like Iraq and Yemen, it has also been documented in communities in Colombia, Iran, Israel, Oman, The United Arab Emirates, The Occupied Palestinian Territories, India, Indonesia, Malaysia, Pakistan and Saudi Arabia. It has also been identified in parts of Europe, North America and Australia.

FGM is illegal in the UK. It is estimated that approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM and approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

Further information on this duty can be found in the document "*Mandatory Reporting of Female Genital Mutilation – procedural information*".

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent

people from being drawn into terrorism (“the Prevent duty”). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a ‘profile’ can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

We will refer students/pupils at risk of harm as a result of involvement or potential involvement in extremist activity to Hillingdon Multi Agency Safeguarding Hub (MASH). The MASH will share the referral details of new referrals with the Prevent lead police officer and LA Prevent coordinator at the point the referral is received. The referral will then be processed through the MASH multi agency information sharing system and parallel to this the Prevent police officer will be carrying out initial screening checks. The Prevent police officer will make a referral to the Channel Practitioner if there are sufficient concerns.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half

blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.

The law requires that Hillingdon Council should be notified if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration or emotional issues such as keeping contact with biological family, maintaining cultural identity.

If we become aware of a child in a private fostering arrangement within Hillingdon, we will notify the council's Private Fostering team on 01895 556644.

Forced Marriages

A forced marriage is a marriage in which one or both people do not, (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Forcing someone to marry is a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act.

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangements remains with the prospective spouses.

- Forced marriage is automatically handled as a child protection issue
- Staff must share information promptly when a student/pupil is at risk of forced marriage.
- Staff must understand the difference between breaking confidence (involving the student/pupil's family without consent) and sharing information with consent with other appropriate professionals to prevent the child or young person being at risk of significant harm.

The Designated Safeguarding Leads will share any relevant information with the Executive Principal and the police will be involved.

Anti-Bullying/Cyberbullying

Our MAT policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and/or differences/perceived

differences are more susceptible to being bullied/victims of child abuse. If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective the DSL will consider implementing child protection procedures.

Children missing in Education

Guru Nanak Multi Academy Trust recognises that all students/pupils, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware that a child going missing from education is a potential indicator of abuse or neglect.

We have a procedure in place for responding to unauthorised absence and for dealing with students/pupils that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. For further information, please access the schools policy and procedures regarding attendance.

Honour-Based Violence

Honour –based violence can be described as a collection of practices which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and /or honour.

Honour-based violence might be committed against people who;

- become involved with a girlfriend/boyfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.