



Child Protection Framework Policy for The Karima Foundation

This policy was adopted on **October 2024**

The policy is to be reviewed by **October 2025**
(in line with changes to guidance and legislation).

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APPENDIX

1. Contacts

School/Clubs contacts

Position	Contact Details
Headteacher – Weekday School	Amina Khan 07856 789172
Headteacher – Primary Saturday	Arji Fazal 07838 155799
Headteacher – Secondary Saturday	Bilal Aziz 07742 504797
Scouts	Asim Mahmood 07736466006
BJJ & Sports Clubs	Asim Mahmood 07736466006
Holiday Activity Fund	Asim Mahmood 07736466006
Headteacher - Alimiyyah	Zaigham Junaid 07885 672878
Designated Safeguarding Lead (DSL)	Bilal Aziz 07742 504797
Deputy Designated Safeguarding Lead	Parveen Dad 07872 941929

Contacts in The Local Authority

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 387981 Secure-esasduty@buckinghamshire.gov.uk
First Response Team (aka MASH) (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 Out of hours 0800 999 7677 Secure-cyp.firstresponse@buckinghamshire.gov.uk
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	01296 382070 Secure-lado@buckinghamshire.gov.uk
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education	01296 383065

[Buckinghamshire Safeguarding Children Partnership](#) (BSCP)

Procedures, policies and practice guidelines

Other contacts

Contact	Phone Number
NSPCC NSPCC	0800 800 5000
Childline Childline	0800 11 11
Kidscape – Parent Advice Line (bullying) (Mon-Weds from 9:30am to 2:30pm) Kidscape	020 7823 5430
Female Genital Mutilation Helpline (NSPCC) NSPCC FGM Helpline	0800 028 3550 fgmhelp@nspcc.org.uk
Samaritans - Helpline Samaritans	116 123
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fmufco.gov.uk
Crimestoppers Crimestoppers	0800 555 111
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service Barnardos RUSafe Bucks	01494 785 552
CEOP (Child Exploitation and Online Protection)	

This policy should be read in conjunction with the following policies:

- Anti-bullying
- Admissions and Attendance

- Behaviour for Learning
- Complaints and Concerns
- Parental Engagement to Support Learning
- Staff Code of Conduct

Definitions

'Safeguarding and promoting the welfare of children is defined for the purpose of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is in or outside the family home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes inline with outcomes set out in the Children's Social Care National Framework.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.' (Working Together December 2023)

Children includes everyone under the age of 18.

2. Introduction

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

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

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

- "Working Together to Safeguard Children" [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/272023/Working_together_to_safeguard_children.pdf)
- "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges - Sept 2024 [Keeping Children Safe in Education Sept 2024](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115271/Keeping_Children_Safe_in_Education_Sept_2024.pdf)
- Information Sharing Guidance for Safeguarding Practitioners [Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115271/Information_sharing_advice_for_safeguarding_practitioners.pdf)

- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 [Children missing education - GOV.UK](#)
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2015 [Prevent Duty Guidance](#)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges – May 2018 [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](#)
- The United Nations Convention on the Rights of the Child (UNCRC) [United Nations Convention on the Rights of the Child](#)
- UK Council for Internet Safety (UKCIS) (2020) “Sharing nudes and semi-nudes: advice for education settings working with children and young people” <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- What to do if you're worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](#)

- 2.2.** Clear governance and leadership is central to embedding a safeguarding culture. The Trustees and Senior Leadership Teams (SLT) take their responsibility seriously to safeguard and promote the welfare of children; working together with other agencies to ensure adequate arrangements are in place within our School/Clubs to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Trustees and SLT will ensure all staff at the School/Clubs have read and understood their responsibilities pertaining to **The Child Protection Framework Policy**. There is an auditable system in place to evidence this.
- 2.2.** All staff are required to read and adhere to the **Staff Code of Conduct** which governs behaviours expected of them, as well as having an understanding of the **Behaviour for Learning Policy** and our **Admissions and Attendance Policy**.
- 2.3.** We recognise all staff, SLT and trustees have a full and active part to play in protecting our pupils from harm, actively promoting their welfare and ensuring that every child's welfare is our paramount concern. Each member of staff is responsible for contributing to a positive culture of safeguarding in Karima School/Clubs.
- 2.4.** All staff believe our School/Clubs must provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual children.
- 2.5.** The Karima Foundation recognises that as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their homes, including online and from other children. Staff/Volunteers must remain vigilant and alert to these potential risks.
- 2.6.** The aims of this policy are:
- 2.6.1.** To support pupils' development in ways that will foster security, confidence and resilience, free from discrimination.
- 2.6.2.** To provide an environment in which children feel safe, secure, valued and respected.

- 2.6.3.** To prevent the impairment of students' mental and physical health and development.
- 2.6.4.** Children feel confident that they know how to approach adults if they are in difficulties.
- 2.6.5.** To ensure all teaching staff, non-teaching staff and volunteers:
- Are aware of the need to safeguard and promote the wellbeing of children
 - Identify the need for early support
 - Promptly report concerns, in line with guidance from the Buckinghamshire Continuum of Need
 - Are aware of and able to recognise signs and indicators of abuse
- 2.6.6.** To provide systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.
- 2.6.7.** To acknowledge the need for effective and appropriate communication, ensuring staff know how and when to share information to protect children in a way that is legal, ethical and timely.
- 2.6.8.** To ensure The Karima Foundation has a clear system for communicating concerns both internally and with external agencies in line with the Working Together guidance.
- 2.6.9.** To ensure The Foundation has robust systems in place to accurately record safeguarding and child protection concerns.
- 2.6.10.** To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our School/Clubs.
- 2.6.11.** To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**.
- 2.6.12.** This policy is published on our website at www.karima.org.uk/School. A hard copy can be requested from HTs.

3. Responsibilities

- 3.1.** All staff, visitors and volunteers understand that safeguarding children is **everyone's responsibility**. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to Bilal Aziz or, in their absence, to Parveen Dad. In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity (see the referral procedure in sections 4 and 7, and allegations against staff in section 10).
- 3.2** Staff must maintain a good working knowledge of the Buckinghamshire

Continuum of Need [The Continuum of Need - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.org.uk) and any updates and how it should be used to inform decision making regarding a referral to First Response.

3.3 Staff must have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.

3.4 Staff must understand vulnerability and that barriers exist when recognising abuse. Consider the following groups who may have increased vulnerability:

- ☐ Young carers
- ☐ Children with SEND
- ☐ Children living with domestic abuse
- ☐ Children who experience poor mental health
- ☐ Children whose parents suffer with poor mental health, including substance misuse
- ☐ Criminal exploitation, including sexual exploitation, County Lines radicalisation and gang involvement
- ☐ Look after children and previously look after children
- ☐ Children who have a social worker
- ☐ Privately fostered children
- ☐ Asylum seekers
- ☐ So-called Honour Based Violence, including FGM and forced marriage
- ☐ Children who frequently go missing or whose attendance is a concern
- ☐ Children who are part of the LGBTQ+ group
- ☐ Children who are at risk of discrimination due to faith and belief, race or ethnicity.
- ☐ Children who have English as an additional language (EAL)
- ☐ Children who are living in temporary accommodation

3.5. The HTs/Project Leads and Trustees of the Foundation understand and fulfil their safeguarding responsibilities. They must:

- 3.5.1.** Ensure that the Headteacher/Project Lead and (when not the Headteacher/Project Lead) the DSL creates and maintains a strong, positive culture of safeguarding within the School/Clubs.
 - 3.5.2.** Ensure that this policy reflects the unique features of the community we serve and the needs of the pupils attending our provision. This policy will be reviewed at least annually and whenever new guidance is issued.
 - 3.5.3.** Regularly monitor and evaluate the effectiveness of this Child Protection Policy.
 - 3.5.4.** Appoint a Designated Safeguarding Lead (DSL), who is a member of the Management Committee and has the required level of authority and also appoint at least one Deputy DSL. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions. If not the DSL, the Headteacher/Project Lead still maintains overall responsibility for safeguarding and child protection within the School/Clubs.
 - 3.5.5.** Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.
 - 3.5.6.** Ensure measures are in place for the Foundation's trustees to have oversight of how the School/Clubs's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Headteacher/Project Lead where there are any identified gaps in practice or procedures are not followed.
 - 3.5.7.** Recognise the vital contribution that the School/Clubs can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the Social Studies curriculum (where appropriate) in a contextually appropriate way. Ensure that through curriculum content and delivery children understand to keep themselves safe.
 - 3.5.8.** Ensure safe and effective recruitment policies and disciplinary procedures are in place.
 - 3.5.9** Ensure resources are allocated to meet the needs of pupils requiring child Protection or early intervention.
 - 3.5.10** Ensure the DSL completes an Annual Safeguarding Report for Trustees.
- 3.6.** It is the duty of the Chair of Trustees Umar Khaliq to liaise with relevant agencies if any allegations are made against Headteachers/Project Leads. If there are concerns that issues are not being progressed in an expedient manner, staff/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.
- 3.7.** The Trustees must ensure that procedures are in place to manage safeguarding concerns of allegations against staff, volunteers, trustees or visitors where they could pose a risk of harm to children. This must include those concerns that do not meet the threshold

(low-level concerns). The guidance in Part four of Keeping children safe in education 2024 must be followed if there were any such concerns.

3.8. The Nominated Trustee for Child Protection is Asim Mahmood. The Nominated Trustee must be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Trustee must:

3.8.1. Work with the DSL to produce the Child Protection Policy annually.

3.8.2. Undertake appropriate safeguarding training, to include Prevent and Safer Recruitment training.

3.8.3. Ensure child protection is regularly discussed at the Foundation's Committee meetings

3.8.4. Meet at least termly with the DSL to review and monitor the School/Clubs's delivery on its safeguarding responsibilities and complete an audit of the staff files.

3.9. The Foundation's Trustees must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child.

3.10. Overall responsibility for the safeguarding of pupils remains with the Trustees, although tasks may be delegated to other members of the team, including the nominated DSL if appropriate. We have a Designated Safeguarding Lead (DSL) who is responsible for:

3.10.1. Creating a culture of safeguarding within the School/Clubs where children are protected from harm. Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.

3.10.2. Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.

3.10.3. Ensuring referrals to partner agencies, are followed up in writing, including referrals to First Response and Early Help (FSS).

3.10.4. Establishing and maintaining a safe and secure system for recording and storing information relating to safeguarding and child protection. These records must be audited regularly to ensure all actions are completed.

3.10.5. Ensuring all child protection files are held separately from pupils' educational records.

3.10.6. Maintaining the record of staff safeguarding training. Ensuring that School/Clubs's most up to date **Child Protection Policy** is widely available (on the Foundation's website).

3.10.7. Being the designated point of contact for staff to be able to discuss and share their concerns, developing a culture whereby staff feel comfortable to do so. In the absence the DSL will ensure the deputy DSL or most senior member of staff is available.

- 3.10.8.** Being available to staff for consultation on safeguarding concerns raised.
- 3.10.9** During residential and extended School/Clubs hours, ensuring arrangements are in place for staff to have a point of contact.
- 3.10.10.** Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together.
- 3.10.11** Meeting at least twice a year (or when the need arises) with the Nominated Trustee to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure. A record should be kept of these meetings. Providing the Headteachers/Project Lead (if DSL is not Headteacher/Project Lead) with up to date information of any issues.
- 3.10.12** Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.
- 3.10.13** Referring immediately to the Police, using the guidance, When to call the police [2491596 C&YP School/Clubss guides.indd \(npcc.police.uk\)](#) for any cases where a criminal offence may have been committed or risk of harm is imminent.

4. Procedures

Our School/Clubs procedures for all staff, volunteers and visitors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures, “**Working Together to Safeguard Children 2018**” “**Keeping Children Safe in Education 2024**” and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015** [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](#).

- 4.1** All adults new to our School/Clubs are made aware of the Foundation's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities. They will have these explained, as part of their induction into the School/Club.

We will ensure:

- 4.2.** Visitors must be:
 - Met and directed by School/Clubs staff.
 - Given restricted access to only specific areas of the School/Clubs, as appropriate.
 - Escorted by a member of staff/representative as required.
 - Given access to pupils restricted to the purpose of their visit.
- 4.3.** All members of staff complete safeguarding training every 3 years, attend regular refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year, at a minimum of once a year. All new staff will receive safeguarding and child protection training on induction.

- 4.4. All parents/carers must be made aware of the School/Clubs's responsibilities in regard to child protection procedures through this policy, which is available on our website.

All staff must follow the reporting procedures when reporting any child protection concerns, as follows:

- Staff must ensure the child is in a safe place and in receipt of support
 - Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern
 - Staff must make a written report
 - Staff must ensure the time and date of the incident is recorded
 - A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child
 - Use a body map to record any injuries seen or reported by the child
 - Staff must sign and date the report giving details of their role within School/Clubs
 - The DSL must record when the report was passed to them and what action was taken alongside any outcomes achieved
 - The DSL must ensure the child's wishes and feelings are taken into consideration when deciding on next steps.
- 4.5. Through our **Attendance Policy**, we have a robust system for monitoring attendance and will act to address absenteeism with parents/carers and pupils promptly and identify any safeguarding issues arising.
- 4.6. All children attending our School/Clubs are required to have a minimum of two identified emergency contacts.
- 4.7 Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will be reported as a missing child.
- 4.8. Any absence of a pupil who is currently subject to a child protection or child in need plan is immediately referred to their social worker.
- 4.9. Parents/carers must inform School/Clubs if there are any changes to a pupil's living arrangement.
- 4.10. All staff, parents/carers and children are made aware of the School/Clubs's escalation process, which can be activated in the event of concerns not being resolved after the first point of contact.
- 4.11. The School/Clubs operates **Safer Recruitment** practices. Trustees ensure that staff who are involved in the recruitment process are aware of the safer recruitment practise and policy . Robust procedures are in place in order to prevent and deter people who are unsuitable to work with children, from applying or being employed by the School/Clubs.
- 4.12. Allegations against members of staff, including volunteers, are referred to the Local Authority Designated Officer (LADO).
- 4.13. Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.
- 4.14. Children are encouraged to share any concerns or worries with staff and are regularly reminded about this as part of the curriculum, assemblies and tutor time.

5. Record-Keeping and Retention of Records

- 5.1. When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, no matter how low level, our School/Clubs must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our **Data Protection Policy**.
- 5.2. Records should include:
- a clear and comprehensive summary of the concern
 - a clear, detailed and robust chronology must be maintained
 - details of how the concern was followed up and resolved
 - a note of any action taken, decisions reached and the outcome.
- 5.3. Child protection files are kept until a pupil reaches the age of 25 years. Any child protection files will remain at our School/Clubs in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.
- 5.4. Our files are stored and disposed of in line with GDPR protocols, local and national retention policies.

6. Confidentiality

- 6.1 We recognise that all matters relating to child protection are confidential.
- 6.2. The Headteachers or Project Leads or Designated Safeguarding Lead must only disclose personal information about a pupil to other members of staff on a need to know basis.
- 6.3. Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and securely stored in the designated location within the School/Clubs, separate from the pupil records.
- 6.4. All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.
- 6.5. We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR data Protection Act 2018 must not be a barrier for sharing information regarding safeguarding concerns in line with '**Working Together**'.

Gov guidance link:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

7. Recognising abuse and Dealing with a Disclosure

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

7.1. Refer to the following guidance:

“What to do if You’re Worried a Child is Being Abused” [Stat guidance template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- 7.2.** Listen to the child, allowing the child to tell what has happened in their own way and at their own pace. Staff must not interrupt a child who is freely recalling significant events. Remain calm. Be reassuring and supportive, endeavouring not to respond emotionally.
- 7.3.** Do not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.
- 7.4.** Make an accurate record of what they have seen/heard using the School/Clubs’s record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.

Please complete this form - and notify your Safeguard lead

- 7.5.** Reassure the child that they did the right thing in telling someone.
- 7.6.** Staff must explain to the child what will happen next and the need for the information to be shared with the DSL or deputy DSL.
- 7.7.** In the unlikely event the DSL and the deputy DSL are not available, staff are aware they must share their concerns with the most senior member of staff.
- 7.8.** **If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.**
- 7.9.** The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

7.10 Following a report of concerns the DSL or deputy DSL must:

- 7.10.1** Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance, When to call the police, [2491596 C&YP School/Clubss guides.indd \(npcc.police.uk\)](#) The rationale for this decision should be recorded by the DSL.
- 7.10.2** School/Clubs should try to discuss any concerns about a child’s welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child’s family, the DSL

should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.

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

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

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

8 Supporting Staff

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

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

8.3 We have adopted a **Staff Code of Conduct** for staff working in our school. This forms part of staff induction and is the staff policies area, all staff know how to access the **Staff Code of Conduct**.

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

9 Allegations against staff and volunteers

9.1. All School/Clubs staff and volunteers must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults.

9.2 We understand that a pupil may make an allegation against a member of staff, or volunteer. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher/Project Lead or the most senior staff member/volunteer if the Headteacher/Project Lead is not present. If the allegation is made against the Headteacher/Project Lead, the Foundation's nominated Child Protection Trustee must be informed.

9.3 At Karima School/Clubs, we recognise that an allegation may be made if a member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of School/Clubs.

9.4 The Headteacher/Project Lead/Senior Teacher/Chair of Trustees (where the allegation is in reference to the Headteacher/Project Lead) on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

9.5 The Headteacher/Project Lead must:

9.5.1 Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace.

9.5.2 Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the allegation.

9.5.3 Ensure feedback is provided to the LADO about the outcome of any internal investigations.

9.6 If the allegation made to a member of staff concerns the Headteacher/Project Lead, the person receiving the allegation will immediately inform the Chair of Trustees who will consult the LADO without notifying the Headteacher/Project Lead first.

9.7 Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision.

9.8 If a suspension is made, restrictions will apply to all staff and volunteers regarding contact with them whilst they are suspended, including contact via social media, such as Facebook and Twitter.

9.9 Should an individual staff member or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Headteacher/Project Lead. In these circumstances, the School/Clubs will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children.

10. Whistleblowing

10.1 We have a **Whistleblowing Policy** staff are required to familiarise themselves with this document during their induction period.

- 10.2** All staff must be aware of their duty to raise concerns about unsafe practice or the attitude or actions of colleagues and report their concerns to the Headteacher/Project Lead or Chair of Trustees.

11. Anti-Bullying

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

12. Discriminatory Incidents

In line with the **Equalities Act 2010**, our **Equality and Diversity Policy** addresses all forms of discriminatory incidents.

13. Health and Safety

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

14. Prevent Duty

- 14.1.** We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism. This is as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified.
- 14.2.** Staff understand the need for a culture of vigilance to be present in the School/Clubs to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of pupils, which may indicate they are at risk of radicalisation.
- 14.3.** The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-guidance-for-england-and-wales)

16. Use of Mobile Phones Online Safety

- 16.1** Students are not allowed mobile phones at the School/Clubs.
- 16.2** Visitors to our School/Clubs are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our pupils.
- 16.3** Staff use of mobile technology whilst on site is set out in the **Staff Code of Conduct**.
- 16.4** All staff are aware of the School/Clubs policy for **Online-Safety** whilst using the School/Clubs's Learning Platform via Google Classroom
- 16.5** Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.
- 16.6** School/Clubs staff are aware of the risks posed by children in the online world; in particular non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.
- 16.7** The School/Clubs will follow the advice as given by the government, to advise and support children with any online learning taking place at home to ensure this is done so safely.

17. Child on Child Abuse

- 17.1.** Karima School/Clubs believes that all children have a right to attend School/Clubs and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via child on child abuse.
- 17.2.** All staff operate a zero-tolerance policy to child on child abuse and will not pass off incidents as 'banter' or 'just growing up'.
- 17.3.** All staff recognise that child on child issues may include, but may not be limited to:
- ☐ Bullying (including cyber bullying)
 - ☐ Racial abuse
 - ☐ Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
 - ☐ Sexual violence and sexual harassment
 - ☐ Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party (Harmful sexual behaviour HSB)
 - ☐ Abuse related to sexual orientation or identity
 - ☐ Sending nude or semi-nude images (consensual & non-consensual)
 - ☐ Upskirting and initiation/hazing type violence and rituals
 - ☐ Emotional abuse
 - ☐ Abuse within intimate partner relationships
- 17.4.** All staff should be able to reassure victims that they are being taken seriously

and that they will be supported and kept safe. Incidents of child on child abuse must be reported to the DSL, who will refer to the appropriate agencies as required.

17.5. The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA
- Whether the perpetrator has previously tried to harm or intimidate pupils
- Any concerns about the intentions of the alleged perpetrator
- How to best support and protect the victim and alleged perpetrator as well as any other children who may have been involved or impacted.
- Risk assessments and safety planning will be created in conjunction with external professionals.

17.6. In order to minimise the risk of child on child abuse taking place, as a School/Clubs we must:

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

18. Sexual Violence & Sexual Harassment

18.1. Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally) and can take place inside or outside of School/Clubs. As set out in Part five of the KCSIE 2022, all staff maintain an attitude of '**it could happen here**' and it is never acceptable.

18.2. All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.

18.3. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our School/Clubs.

19. Cultural Issues

19.1. As a School/Clubs we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, ethnicity, faith and belief on the part of their parent, carer or wider community.

- 19.2.** Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

20. So-Called 'Honour' Based Abuse

- 20.1.** Staff at our School/Clubs understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Abuse to the police and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)
- 20.2.** Our School/Clubs is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some pupils, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. Karima School/Clubs staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fmu@fco.gov.uk
- 20.3.** We are aware of the signs of FGM [Female genital mutilation \(FGM\) | NSPCC](#)
- 20.4.** We recognise both male and female pupils may be subject to honour-based abuse.
- 20.5.** Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

21. Contextual Safeguarding and extra-familial harms

- 21.1.** Contextual Safeguarding is an approach to understanding and responding to children's experiences of significant harm beyond their families. Extra-familial harm is linked to contextual safeguarding; these concepts refer to harms that occur outside of the family system often during the adolescent years.
- 21.2.** At The Karima Foundation, all staff recognise that pupils may encounter safeguarding incidents that happen outside of School/Clubs and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.
- 21.3.** All staff and especially the DSLs, will consider the context of incidents that occur outside of School/Clubs to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.
- 21.4.** Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.
- 21.5.** In such cases the individual needs and vulnerabilities of each child will be considered.

Further guidance can be found at: <https://contextualsafeguarding.org.uk/>

22. Serious Violence

- 22.1.** All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from School/Clubs, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being

or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

- 22.2.** At the Karima Foundation we are aware of the range of risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from School, having experienced child maltreatment and having been involved in offending such as theft or robbery. The Foundation will take appropriate measures to manage any situations arising. [Preventing youth violence and gang involvement - Practical advice for School/Clubss and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101441/preventing-youth-violence-and-gang-involvement-practical-advice-for-school-clubss-and-colleges.pdf)

23. Domestic Abuse

All staff recognise that children who experience domestic abuse, including intimate partner abuse, referred to as 'teenage relationship abuse' KCSIE 2022 p.144, can suffer long lasting emotional and psychological effects. Staff also recognise the impact on children, hearing or experiencing the effects of domestic abuse. Staff must report any concerns using the School/Clubs's safeguarding procedures.

24. Children who need a social worker (Child Protection and Child In Need Plans)

- 24.1.** Staff recognise that children may have a social worker due to safeguarding or welfare needs and this can cause them to have barriers with attendance, behaviour, learning and mental health.
- 24.2.** The Karima Foundation will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child.
- 24.3.** Informed decisions, will be made by staff with regards to safeguarding for those children who are being supported by a social worker

25. Mental Health

- 25.1** At The Karima Foundation, we are aware that mental health problems can be an indicator that a child has suffered or may be at risk of suffering abuse, neglect, or exploitation.
- 25.2** Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a child's life and this can impact on mental health, behaviour and education.
- 25.3** Staff will report any mental health concern that is linked to a safeguarding concern to the DSL.
- 25.4** Where there are concerns for a child's mental health The Karima Foundation will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem.

26. Use of Photography

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

27. Policy Review

The Trustees and SLT of our School/Clubs are responsible for ensuring the annual review of this policy. The date the next review is due is on the front cover of this policy.

Appendix

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

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

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

Categories of Abuse

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

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

Involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not

solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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

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

Exploitation

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

Child Sexual Exploitation (CSE) and child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Taken from – “**Keeping Children Safe in Education 2024**”.

[Home Office – Serious Violence Strategy. April 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Taken from “**Keeping Children Safe in Education 2022**”

Extremism

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Harmful sexual behaviour (HSB)

Children's sexual behaviour ranges, from normal and developmental expected to inappropriate, problematic, abusive and violent. The inappropriate, problematic, abusive and violent behaviour can cause developmental damage and is referred to as "Harmful Sexual Behaviour" (HSB).

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- **Extremism**

is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

- **Radicalisation**

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

- **Terrorism**

is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's Designated Safeguarding Lead (and deputies) is aware of local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard²¹ to the need to prevent people from being drawn into terrorism".²²; this duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially

paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Channel

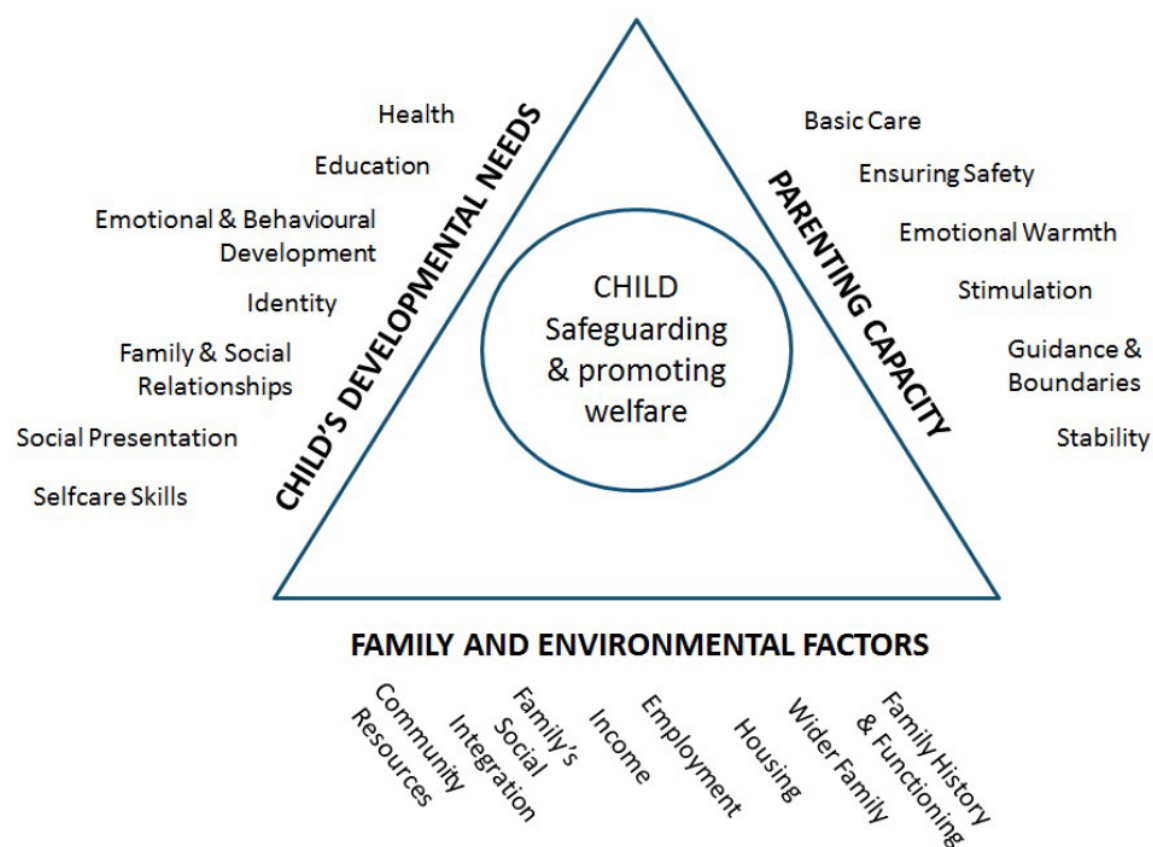
Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

Appendix B

Assessment Framework

(from Working Together to Safeguard Children, July 2018)



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

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

Each child whose referral has been accepted by children's social care should have their individual needs assessed, including an analysis of the parental capacity to meet those needs, whether they arise from issues within the family or the wider community. Frequently, more than one child from the same family is referred and siblings within the family should always be considered.