



Safeguarding Statement

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Section 1

Named personnel with designated oversight and responsibility for Safeguarding and Child Protection at Trust Level

Academic Year	Designated Senior Leader	Designated Trustee for Safeguarding	Chair of Trustees
2020/2021	Nick Singh Kandola CEO	Susan Jackson Vice Chair and Trustee	Shaminder Kaur Rayatt

Each school within Khalsa Academies Trust has a Designated Senior Leader and a team of trained deputy DSLs.

Introduction

1. Khalsa Academies Trust (KAT) is committed to Safeguarding and promoting the welfare of children and expects all staff, volunteers and visitors to share this commitment.
2. KAT aims to provide a caring, positive, safe and stimulating environment which promotes the social, emotional, physical and moral development of the individual child, and strives to ensure that every student in the Trust feels secure, well cared for, and able to reach their full potential.
3. It is the requirement of Khalsa Academies Trust that each individual school adopts, and meets all statutory requirements and complies with the Safeguarding requirements of their Local Authority. *Please refer to the Safeguarding Policy for each individual school for further details – available via the respective school’s website or by contacting the school office.*
4. In line with **Keeping Children Safe in Education, September 2020** and all other safeguarding legislation and DFE guidance, KAT has implemented policies and procedures which empower its Academies to deal effectively with Child Protection and safeguarding issues, including tackling radicalisation and extremism. Robust recording and monitoring processes are in place to safeguard children.
5. KAT and its schools strive to ensure that consistent and effective safeguarding procedures are available to support families, children and staff throughout the Trust. Through both compliances and practices at school level, and the strategic responsibility assumed at Trust level, KAT aims to ensure that safeguarding is of the highest quality.
6. KAT’s Safeguarding Statement applies to all schools to ensure that the aspects of safeguarding detailed in Section 2 are securely in place across the Trust and all schools fulfil their statutory responsibilities in respect of safeguarding and promoting the welfare and mental health of children.

Section 2

1 Culture & Climate

- Leaders and managers create a culture of vigilance where children's welfare is promoted and appropriate safeguarding action is taken without delay for children who need extra help or who may be suffering or likely to suffer harm.
- There is a developed culture of listening to students, taking into account their concerns and feelings.
- There is an awareness that children with SEN and disabilities can face additional safeguarding challenges and additional barriers.

2 Policy & Procedures

- Each school has a Safeguarding and Child Protection policy which is reviewed annually, and more regularly in response to changes in legislation. The policies conform to statutory requirements and contain specific Local Authority information. The policies are clearly dated, highlighting the timescale for review. The policies are made publicly available via the school website or by other means and parents are made aware of the school's statutory responsibilities in accordance with the policies.
- All schools take account of their local authority's procedures and practices established by the Local Safeguarding Children's Partnership – the key statutory mechanism for agreeing how relevant agencies in the local area will cooperate to safeguard children - and comply with any requests.
- There are clear arrangements for working together with other agencies and for sharing information with other professionals.
- There are clear procedures in place to handle allegations of abuse against students.

a) Staffing, Induction & Training

- Every member of staff has a collective recognition of the importance of providing an environment that helps children feel safe and respected, and a culture that encourages children to talk openly, and have the confidence they will be listened to.
- On induction staff are provided with:
 - Safeguarding and Child Protection Policy
 - KCSIE 2020: Part 1 & Annex A
 - Safeguarding Procedures (i.e. Lock Down, Fire Drill Procedures etc.)
 - KAT Code of Conduct
 - KAT Health & Safety Policy
 - Behaviour Policy
 - Acceptable Use of IT Policy
 - Safeguarding Response to children who go missing from education
 - The role of the Designated Safeguarding Lead

- The Trust's Code of Conduct is in place in all schools which clearly outlines the school's expectations in relation to the behaviour of all staff, including supply staff and volunteers.
- All staff, Governors and Trustees undertake appropriate training and refresher training at the required intervals (and at least annually). The Safeguarding Trustee and the CEO are trained to Level 3.
- Each school keeps up to date records of all staff safeguarding training including levels of training and dates. In addition, all staff receive very regular safeguarding updates and communications to provide them with relevant skills and knowledge to safeguard children. All adults know the indicators that may suggest a child is suffering, or is at risk of suffering harm.
- Schools provide appropriate supervision and support for staff who are working with students whose welfare is at risk.
- There are clear whistleblowing procedures and staff know how to make a complaint.

b) Designated Safeguarding Lead

- A senior member of the school's leadership team is designated to take lead responsibility for dealing with child protection issues, to provide advice and support to staff and to work with other agencies. They have received appropriate training to equip them to fulfil the role. The Designated Safeguarding Lead's role is explicitly stated in the role holder's job description and is included in the safeguarding policies.
- There is at least one Deputy Designated Safeguarding Lead (DDSL) identified to fulfil the role in the DSL's absence and there are always other DDSLs on cover for this role. The DDSL's role is explicitly stated in the role holder's job description. DDSLs are trained to the same standard as the DSL.
- There is a designated teacher in each school to promote the achievement of children who are Looked After or previously Looked After. This teacher has been trained and has the skills, knowledge and understanding necessary to keep Looked After children safe.

c) Safer Recruitment & Single Central Record

- The Headteacher of each school and at least one Trustee and one Governor have completed safer recruitment training.
- Each school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on new staff, supply staff and volunteers who will work with children including all relevant Disclosure & Barring Checks.
- All safer recruitment checks are evidenced in the Single Central Record and this is checked regularly for accuracy by the Safeguarding Trustee and the CEO.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers that comply with the national and local Children's Safeguarding Partnership guidance.

- A member of the Trust board (the Safeguarding Trustee) is nominated to be responsible for liaising with the LA and partner agencies in the event of an allegation of abuse being made against a Headteacher or any executive director.

d) Audit, Reporting & Recording

- All KAT schools have robust electronic systems for recording and responding to safeguarding concerns. These systems are monitored and quality assured regularly by the CEO.
- The online SCR tracker system is used to record and monitor regular training.
- Records are kept confidential and record keeping practices conform to Data Protection legislation and GDPR requirements.
- Records are transferred appropriately when a child moves school and information is shared promptly with agencies as required.
- The Designated Safeguarding Lead maintains:
 - a list of referrals made to the DSL and those that were subsequently referred to the LA, along with details of the resolution.
 - A list of all pupils who are open cases to children's services, social care and for whom there is a multi-agency plan.
- The Board of Trustees regularly receives reports from the Head teachers outlining how their school is fulfilling the statutory requirements for safeguarding; these reports and any identified actions are clearly referenced in the minutes of the Trust Standards Committee meetings.
- The Safeguarding Trustee meets the DSLs on a regular basis to review safeguarding practices (termly).
- A Safeguarding Audit is completed annually in line with local requirements, and actions are taken as required.

e) Safeguarding Issues

- The Designated Safeguarding Leads have received Prevent awareness training and the schools have appropriate arrangements in place to take account of all possible safeguarding issues including Serious Violence, Child Sexual Exploitation, Child Criminal Exploitation, Peer on Peer Abuse, Child on Child Abuse, Female Genital Mutilation, Forced Marriage, Honour Based Abuse, Self-Harm, and Preventing Radicalisation.
- All staff have an awareness of safeguarding issues that can put children at risk.

f) Pupils and Curriculum

- The teaching of safeguarding themes including E-safety takes place in each school through the provision of a broad and balanced curriculum, and specifically through SRE and PSHE.
- Adults understand the risks posed by the children's use of technology, including the internet to be bullied, groomed, radicalised or abused. The use of technology is overseen and immediate action is taken if concerns arise.

- Children are protected and helped to keep themselves safe from bullying, homophobic behaviour, sexism, racism and other forms of discrimination. Discriminatory behaviours are always challenged.
- There are arrangements to ensure that “pupil voice” is heard appropriately and children are able to articulate how to keep safe and can identify a trusted adult with whom they can communicate any concerns.

g) Attendance & Behaviour

- There are effective & efficient systems to monitor and improve attendance.
- Appropriate safeguarding arrangements are in place for children who are missing from home and/or education which comply with local arrangements.
- Behaviour & Physical Intervention Logs are kept and schools analyse patterns, review and evaluate provision, making changes as appropriate. Staff respond with clear boundaries about what is dangerous and acceptable and seek to understand the triggers for children’s behaviour. Staff endeavour to use effective de-escalation techniques and create alternative strategies that are specific to the individual needs of the child.

h) Health & Safety

- The schools keep Accident Logs, analyses patterns and evaluates provision, making changes as appropriate.
- There are procedures in place for schools to report any serious incidents to the Trust Board
- Monthly compliance audits for health and safety and buildings maintenance are carried out and reported to the Trust Finance Committee on a termly basis for scrutiny. Actions are taken promptly in the interests of keeping children safe and secure.

Section 3

Khalsa Academies Trust will:

- Ensure that its staff, Governors, Trustees and Central Executive Team have undertaken appropriate safeguarding training including Safer Recruitment Training.
- Monitor the quality of safeguarding practices and their impact on outcomes for children across the Trust through the Standards Committee, the Annual Safeguarding Audit, the Risks Committee, the School Improvement Plan and other action plans.
- Review and scrutinise Safeguarding at every Board meeting.
- Adhere to safer recruitment practices.
- Have in place effective Safeguarding, Child Protection, E-Safety, Whistleblowing and Staff behaviour policies and procedures.
- Follow clear policies for dealing with allegations against people who work with children.

- Teach children the skills they need to help safeguard themselves, including online safety through providing teaching and learning opportunities as part of a broad and balanced curriculum.
- Put in place appropriate safeguarding responses for children who go missing from education.
- Ensure that the physical estate is safe through prioritising essential capital works and improvements identifies through the safeguarding audit process and condition surveys.
- Ensure all schools complete an annual Safeguarding Audit to identify areas for development, best practice to share across the Trust and to ensure KAT schools are not just compliant but aspiring to develop leading practice in this area.
- Ensure that the performance of vulnerable children is effectively monitored and that appropriate support is made available to those children who are at risk of achieving poor outcomes because they are Children in Need or subject to Children's Social Care intervention.
- Report on the outcomes of vulnerable children who are in need, subject to Child Protection Plans or who are Looked After or previously Looked After.
- Liaise with local authority lead professionals for safeguarding such as the LADO, Ofsted, ESFA and other agencies as required.
- Conduct a Quality Assurance Safeguarding Visit to all schools annually.
- Commission an annual Safeguarding Report from the Safeguarding Trustee with strengths and areas for development highlighted.
- Commission additional external challenge and support where appropriate to ensure the Academies meet their statutory responsibilities in respect of safeguarding and promoting the welfare of children.
- This statement is reviewed annually by Khalsa Academies Trust. The applications and outcomes of this statement are monitored regularly to ensure it is working effectively.