



## **SAFEGUARDING CHILDREN POLICY**

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## **1. Introduction:**

1.1 Darul Hadis Latifah Secondary School & College fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

1.2 This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

1.3 This policy is consistent with:

- The legal duty to safeguard and promote the welfare of children, described in section 175 of the Education Act 2002 and the Dfe Keeping Children Safe in Education (September 2018)
- The local safeguarding partnership procedures, which contain procedures and guidance on safeguarding children
- Working Together to Safeguard Children July 2018

1.4. There are four main elements to our child protection policy:

- Prevention (e.g. positive school atmosphere, teaching and pastoral support to pupils, preventing unsuitable people working with children).
- Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).
- Support (to pupils and school staff and to children who may have been abused).
- Working with external agencies & parents (to ensure appropriate communications and actions are undertaken)

1.5. This policy applies to all staff (all adults working with children paid or unpaid), governors, volunteers and visitors to the school. We recognise that child protection is the responsibility of all staff within our school. We will ensure that all parents and other working partners and visitors are aware of our child protection safeguarding policy by making it available on the school website, by making a hard copy of the policy available on request to the Principal, by publishing the procedures on a leaflet given to all visitors and by displaying the procedure in the reception and staff room. We have a robust safeguarding policy in place which is reviewed annually. The policy is available on the school website for parents and carers and a hard copy of the policy can be obtained from the principal on request.

1.6. Extended school and before and after school activities:

- Where the governing body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply.
- Where services or activities are provided separately by another body, the governing body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters

where appropriate. It is the responsibility of the governing body to vet the organisations wishing to use the school premises outside school hours to ensure that they are not unwittingly letting the premises to groups promoting extremist views or involved in criminal activities.

### **Safety and security in school**

Entry to school premises is controlled by secure doors, constant staff supervision or video surveillance. Authorized visitors are logged in and out of the premises and asked to wear visitor badges. Unidentified visitors will be challenged by staff or reported to the Principal or School Office. The presence of intruders and suspicious strangers loitering near the school will be reported to the Police and the LA so that other schools can be alerted.

No internal doors to classrooms will be locked while pupils are present. All teaching rooms will have clear, unobstructed glass panels in the doors or the doors will be left open.

Members of staff who work with children on a one to one basis are made particularly aware of policies and procedures with regard to safeguarding as the nature of their work means they are more vulnerable to allegations made against them or a pupil may see their individual lesson time as a private opportunity to make a disclosure. See Appendix 2

### **Definitions, signs and symptoms of the four kinds of abuse and neglect:**

1. Definition of Physical Abuse: Actual or attempted physical injury to a child under the age of 16, where there is definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented. Female Genital Mutilation (FGM) or risk of should also be treated as a child protection issue.

Possible Signs of Physical Abuse: unexplained injuries or burns particularly if they are recurrent, improbable excuses given to explain injuries, refusal to discuss injuries, untreated injuries, admission of punishment which appears excessive, fear of parents being contacted, bald patches, withdrawal from physical contact, arms and legs kept covered in hot weather, fear of returning home, fear of medical help, self-destructive tendencies, aggression toward others and chronic running away.

2. Definition of Sexual Abuse: Any child below the age of 18 may be deemed to have been sexually abused when any person(s), by design or neglect, exploits the child, directly or indirectly, in any activity intended to lead to the sexual arousal or other forms of gratification of that person or any other person(s), (including organised networks). This definition holds whether or not there has been genital contact and whether or not the child is said to have initiated the behaviour.

Possible Signs of Sexual Abuse: be chronically depressed, use drugs or drink to excess, self-mutilate, show self-hatred, become anorexia or bulimic, run away frequently, be inappropriately seductive, be fearful about certain people like relatives or friends, not be allowed to go out on dates or have friends round, have soreness/bleeding in the genital or anal areas or in throat, find excuses not to go home or to a particular place, have recurrent nightmares/be afraid of the dark, be unable to concentrate, seem to be in a world of their own, have a 'friend with a problem' and then tell about the abuse of the friend, sexually abuse a child, sibling or friend, exhibit a sudden change in school/work habits, become a truant, be withdrawn, isolated, or excessively worried, have outbursts of anger or irritability and have unexplained sums of money.

3. Definition of Emotional Abuse: Failure to provide for the Child's basic emotional needs such as to have a severe effect on the behaviour and development of the child

Possible Signs of Emotional Abuse: physical, mental and emotional development lags, admission of punishment which appears excessive, over-reaction to mistakes, sudden speech disorders, fear of new situations, inappropriate emotional response to painful situations, neurotic behaviour (eg rocking; hair twisting; thumb sucking), self-mutilation, fear of parents being contacted, extremes of passivity or aggression, drug/solvent abuse, chronic running away and compulsive stealing/scavenging

4. Definition of Physical Neglect: Physical neglect occurs when a child's essential needs are not met and this is likely to cause impairment to physical health and development. Such needs include food, clothes, cleanliness, shelter and warmth. A lack of appropriate care results in persistent or severe exposure, through negligence, to circumstances which endanger the child.

Possible Signs of Physical Neglect: constant hunger, poor personal hygiene, constant tiredness, poor state of clothing, emaciation, frequent lateness or non-attendance at school, untreated medical problems, destructive tendencies, low self-esteem, neurotic behaviour (eg rocking; hair twisting; thumb sucking), no social relationships, chronic running away and compulsive stealing or scavenging.

Refer to Appendix 1 for specific safeguarding issues that include: a child missing from education, a child missing from home or care, child sexual exploitation (CSE), bullying including cyberbullying, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM), force marriage, gangs and youth violence, gender based violence, mental health, private fostering, preventing radicalisation, sexting, teenage relationship abuse, trafficking, peer on peer abuse, criminal exploitation of children through county lines.

## **2. Prevention:**

2.1 The school will adopt an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff should work to ensure that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse and to know to whom they can turn for help.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references and Disclosure and Barring Service (DBS; DBS website: [www.homeoffice.gov.uk/agencies-public-bodies/dbs](http://www.homeoffice.gov.uk/agencies-public-bodies/dbs)).

- Ensure those responsible for recruitment e.g. School Bursar, Safeguarding Lead governor, have successfully completed the recommended Safer Recruitment training and that other members of staff, if involved in leading on recruitment, have successfully completed the training.
- Ensure that all staff and volunteers are aware of the need to maintain appropriate and professional boundaries in their relationships with pupils and parents and follow the codes of conduct in the Guidance Safe Working Practice for the Protection of Children and Staff in Education Settings, July 2015.

### **Children with special educational needs and disabilities**

Children with Special Educational Needs and disabilities (SEND) can provide additional safeguarding challenges. The Principal will ensure their overarching safeguarding and child protection policies reflect the fact 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 impairment without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

### **The child's wishes**

Where there is a safeguarding concern the Principal and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback.

The Principal should ensure that staff members do not agree confidentiality and always act in the best interests of the child

### **Children missing education**

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. See Appendix 3 for procedures for recording and reporting absences.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance in Appendix 3.

## **3. Protection:**

3.1 All adults working with or on behalf of children have a responsibility Safeguard and promote the welfare of children. This includes responsibility to be alert to possible abuse and to record and concerns to staff identified with child protection responsibilities within school.

3.2 Staff and volunteers will follow in all instances of suspected child abuse the Tower Hamlets Education Child Protection Procedures, which are fully compliant Local Safeguarding Children Board Procedures.

### **3.3. Role and responsibilities of the proprietor and governing body**

The proprietors / governing body will ensure that:

- The school has a safeguarding and child protection policy and procedures that comply with the local safeguarding partnership and that they are implemented; the policies are made available to parents on request. The expertise and experience of staff are utilized when shaping safeguarding policies
- The school contributes to inter-agency working in line with statutory guidance *Working together to safeguard children July 2018*.
- There are senior members of the school's leadership team who designated to take lead responsibility for dealing with child protection, 'Looked After Children', 'Prevent Duty' and e-safety (DSL – MD Nazmul Haque and Deputy DSL – Muhammad Musharraf Hussain). These persons are given sufficient time to fulfil the obligations pertinent to their roles.
- The DSL and the appointed deputy for child protection undertake training for DSLs in addition to inter-agency child protection training, that is provided to standards agreed by the local safeguarding partnership; they have refresher training at two-yearly intervals and update their knowledge and skills at least once a year.
- All staff receives safeguarding training provided by Tower Hamlets Safeguarding Team at least once a year and was last trained on 23<sup>rd</sup> April 2018. MD Nazmul Haque, who is the Asst. Principal is the Designated Safeguarding Lead (DSL) and Muhammad Musharraf Hussain is the Deputy DSL. Both were trained by LBTH on 22<sup>nd</sup> November 2016. The DSL was again trained by Safeguarding in Schools on 19<sup>th</sup> March 2018 and the DDSL was also trained by NSPCC on 24<sup>th</sup> April 2018. Syed Badrul Hussain is the designated Safeguarding Lead Governor and was trained by LBTH in February 2017. He was also trained by High Speed Training on 26<sup>th</sup> April 2018.
- The Principal, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date by refresher training at least once a year; and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (through the induction process) and new staff are trained very soon after joining the school if not before. Alternative arrangements are made for any staff members who have missed the training.
- There are policy & procedures for dealing with allegations of abuse against members of staff and volunteers; and procedures for dealing with allegations of abuse against pupils.
- The chair of governors (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Principal or the DSL and deputies, in liaison with the LADO.
- Neither the governing body nor individual governors will have a role in dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff.

- The IT systems have search word search filters installed to guard against the risk of any inappropriate internet activity; and that staff and pupils are appropriately trained in e-safety; to provide parents with the information they need to keep their children safe at home when using electronic devices.
- The curriculum provides pupils with opportunities to build resilience to radicalisation, challenge extremist views and terrorist activities, and develop a commitment to British values; to be alert to any sign of radicalisation in staff and pupils and take appropriate action.
- The PSHCE programme raises pupils' awareness to specific forms of abuse and enhances safety education.
- Any deficiencies or weaknesses in safeguarding brought to the attention of the governing body are rectified at once. Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the governing body discharges its duties regarding safeguarding and child protection, as appropriate. The governing body carries out an annual safeguarding audit to evaluate the effectiveness of policies and procedures and their impact on pupils' welfare and well-being.
- The governing body has established a good working relationship with the local authority, including safeguarding audits, advice and training.
- There is an individual member of the governing body (Syed Badrul Hussain) who will champion issues to do with safeguarding children and child protection within the school, liaise with the DSLs, and provide information and reports to the governing body, and that person is appropriately trained to discharge their responsibilities effectively.
- That a Designated Safeguarding Lead is on the premises and available at all times during the school day and there is a contact for school holiday activities on site; where this is not available or in exceptional circumstances, there is cover in place. The leadership team will ensure there is cover at all times and there is a clear pathway for raising and reporting concerns in a timely way. This will include a DSL being a point of contact for trips, outings and residential visits;

### **3.4. Role and responsibilities of the Principal:**

The Principal of the school will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the DSL and deputy and other staff to discharge their responsibilities, including taking part in inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.
- All staff are made aware that they have an individual responsibility for referring child protection concerns, promptly and using the proper channels.

- All pupils are confident to raise any concern they may have with a member of staff of their choice, and know how to keep themselves and others safe.
- All staff are made aware of their right to whistle blow.

### **3.5. Roles and responsibilities of the DSL:**

The responsibilities of the DSL encompass three broad areas:

#### **Managing Referrals**

- To be responsible for referring cases of suspected abuse or allegations to the local authority children's social care within 24 hours. This includes dealing with allegations about members of staff. Referrals will be confirmed in writing
- To notify the DfE within 14 days of any actual abuse or allegation of abuse on the premises against any staff members.
- To inform the Disclosure and Barring Services in cases where a person is dismissed or left due to risk/harm to a child; and, where relevant, inform the Secretary of State
- To report to the DBS, and if required to the National College for Teaching and Leadership (NCTL), within one month of leaving the school any person whose services are no longer used because they are considered to be unsuitable to work with pupils.
- To inform the police in cases where a crime may have been committed; this includes reporting cases where FGM (female genital mutilation) appears to have been carried out on girls under the age of 18.
- To act as a source of support, advice and expertise to staff within Darul Hadis Latifah Secondary School & College on matters of safety and safeguarding and when deciding whether and when to make a referral by liaising with relevant agencies. Where there is doubt, advice will be sought from the Deputy Designated Lead, the Lead Officer for Education Services or the Children's Social Care Duty Manager. Alternatively anonymous advice can be obtained from the NSPCC helpline (0800 800 5000)
- To keep detailed, accurate, secure written records of concerns and referrals; to maintain and monitor child protection records
- To report to the local authority:
  - If a student has been absent without an authorized reason for 3 consecutive days. –
  - on the 1<sup>st</sup> or 2<sup>nd</sup> day of unexplained absence at the latest any child who has a child protection plan
  - any pupil who is regularly absent
  - any school leaver whose destination has not been confirmed with parents and checks with the next school
  - any pupil who has been withdrawn by parents and is being home-educated
  - any pupil who has been permanently excluded
  - see KCSIE September 2018 for further circumstances
- To make referrals to the Channel program, as appropriate (see our Preventing Radicalization and Extremism policy)
- To liaise with the Principal to inform him of any issues and ongoing enquiries
- To provide information to the local safeguarding partnership on how the governing body discharges its duties regarding safeguarding and child protection when required.

#### **Training**

- To refresh DSLs formal training (12 hours every two years) in identifying and referring suspected cases of abuse and pass new information to staff, Heads, and Management Committee; and to keep their knowledge up to date at least once a year through e-

bulletins, conferences, network meetings, etc.

- To understand the assessment process for providing early help and intervention
- To have a working knowledge of how local authorities conduct a child protection case conference and be able to attend and contribute to these effectively when required to do so
- To develop effective links with relevant statutory and voluntary agencies and to be the first point of contact for outside agencies who are pursuing Child Protection investigations
- To be alert to the specific needs of children in need, those with special educational needs and young carers
- To obtain access to resources and attend any relevant or refresher training courses
- To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- To ensure each staff member has received appropriate training (including induction) to be refreshed at least once a year; is able to recognise and record any concerns immediately they arise and accurately
- To keep a record of staff attendance at Safeguarding training

### **Raising Awareness**

- To be familiar with and understand the DfE guidance 'Keeping Children Safe in Education' (2018), 'Working Together to Safeguard Children' (2018), local safeguarding partnership procedures and DfE advice 'What to do if you're worried a child is being abused' (2015)
- To ensure that all staff and support teams (permanent, temporary or supply) sign to say they have read and understood the Safeguarding Policy and Part 1 of Keeping Children Safe in Education (2018)
- To promote in all staff the attitude concerning safeguarding that 'it could happen here'
- To ensure that all volunteers working in school are aware of the School's Safeguarding Procedures
- To ensure each staff member is aware of and has access to the school's Safeguarding Policy
- To ensure the school's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly
- To ensure the Safeguarding Policy is available publicly
- To carry out a risk assessment, in line with Prevent guidelines for pupils and staff who may be in danger of radicalisation
- To ask previous schools for details of any safeguarding issues for children new to the school
- Where children leave the school to ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained

### **3.6. The role of all teachers**

- To be aware of the contents of the Safeguarding Children policy and procedures and the identity of the Designated Safeguarding Lead
- To set a good example by following staff code of conduct.
- To help pupils understand how to keep themselves safe and manage risk through PSHCE discussions and through all aspects of school life
- To foster a culture of trust between adults who work at the school and children who attend it
- To undertake training to identify and be alert to possible causes or symptoms of abuse

- To identify children at risk of being drawn into terrorism and to challenge extremist ideas which can be used to legitimize terrorism and are shared by terrorist groups
- To build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- To be aware of and act upon the mandatory duty to report cases of FGM to the police
- To be alert of persistent absenteeism of any pupils and report concerns to the Designated Lead should it be felt there may be safeguarding concerns
- To be open, accepting and ready to listen to a pupil and to follow the procedures outlined in this policy in the event of a disclosure.
- To recognise what is child sexual exploitation and trafficking and know that they should seek advice and how to report any issues / incidents:
- To recognise a child may be criminally exploited or involved in gang culture and should seek advice and report any issues /incidents;
- To understand for using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEND;
- To recognise homelessness and the impact of the pupil facing homelessness, or who is homeless;
- Members of staff are encouraged to sign up for the DBS update service and maintain their DBS subscription to enable easier future status checks to be made.
- **To *have* responsibility for the following:** To share and report a concern, know how to do this and who to and record where appropriate in the role. See Appendix for details of school procedures.

### **3.7 Liaison with other agencies:** contributing to child protection work with families the school will:

- Work to develop effective links with relevant agencies and co-operate with enquiries regarding child protection matters.
- Attend and contribute to child protection conferences and core groups and provide reports as required.
- Contribute to assessments and the implementation of child protection plans.
- Be proactive in communicating with Social Care and safeguarding any significant changes/developments including exclusion or any other absence that raises concern.

### **3.8. Record keeping:**

- The school will keep detailed written child protection records including when there are concerns about children that do not reach the threshold for referral to Children's Social Care.
- All child protection records will be kept securely and confidentially and will be separate from the pupil file.
- The DSL is responsible for maintaining and monitoring the child protection records.

### **Dealing with a disclosure**

- When listening to a pupil making a disclosure, the member of staff must record the child's own words and not ask any leading questions or interrogate the child.
- Make clear to the child that confidentiality cannot be promised as the school has a duty to inform the MASH to safeguard the child.

- All staff members should follow the school's Safeguarding Child Protection procedures -See Appendix.
- Report orally to the DSL as soon as possible but certainly on the same day. If the DSL is not available, report to the deputy DSL or Principal.
- Keep any suspicions confidential and not discuss them with anyone other than those mentioned above
- Make a written note of the discussion as soon as possible and at least within 24 hours to give to the DSL. Note time, date, place, people present and what was said. Records should be verbatim; the notes may be needed in subsequent court proceedings. All notes should be signed.
- Teachers are not required to investigate further, but may be required to support or monitor the pupil in the future.
- Members of staff have the right to contact the child protection agencies independently if it is felt that the school has not responded appropriately to concerns.

### **3.8. Transfer of records:**

The DSL will ensure that when children move school the child protection records are transferred in accordance with the Tower Hamlets Council Education Child Protection Procedures.

### **3.9. Confidentiality and Information sharing:**

The school will refer to DfE guidance on Information Sharing, Advice to practitioners, July 2018

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools. The school will ensure confidentiality protocols are adhered to and information shared on a need to know basis.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- Staff/volunteers should note that the Data Protection Act 2018 does not prohibit the collection and sharing of personal information. It does, however, provide a framework to ensure that personal information about a living individual is shared appropriately. Paragraph 77 sets out the "Special Category Personal Data" which allows sharing information without consent in some circumstances.

### **3.10 Referrals**

Normally, when there are Safeguarding concerns, the DSL will contact parents before making a referral to Children's Social Care. However, there are some exceptions; see below.

#### **Physical injury, emotional abuse or neglect**

1. The DSL will contact Children's Social Care. If there has been a deliberate injury or where there are concerns about the child's safety, the child's parents should not be contacted before first consulting with social services.
2. Where emergency medical attention is necessary it will be sought immediately. The DSL should inform the doctor of any suspicion of abuse.
3. If a referral is being made without the parent's knowledge and non-urgent medical treatment is required, social services should be informed. Otherwise, speak to the parent and suggest medical attention should be sought for the child.
4. If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention should be requested.
5. If a pupil is known to be or become a victim of FGM (Female Genital Mutilation) or there are signs that a pupil may be victim of forced marriage, the DSL should be consulted, whom will contact the Social Services and the police if necessary.
6. If a pupil shows signs of radicalisation and seems to be attracted to extremism the DSL should be consulted, who will contact the Local Prevent team or refer to the Channel programme if necessary.

#### **Sexual abuse**

1. The DSL will contact the Multi-Agency Safeguarding Hub Team or Police Child Protection Team.
2. The DSL will not speak to the parents.
3. Under no circumstances should the DSL or any other member of the school, attempt to carry out any investigation into the allegations or suspicions of sexual abuse.

The role of the DSL is to collect the exact details of the allegations or suspicion and to provide this information to the relevant agencies.

### **4. Support to pupils and school staff.**

#### **4.1. Support to pupils:**

This school recognises that children, who are abused, neglected, bullied or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children, school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or living away from home. The school will seek to provide such children with the necessary support. This school recognises that some children display abusive behaviour and that these children must be referred on for appropriate support and intervention. Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

#### **4.2. Support for Staff:**

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information that will be upsetting. Where a member of staff is distressed as a result of this, he should in the first instance speak to the designated senior person about the support he requires. The designated senior person will seek to arrange the necessary support.

#### **5. Working with parents/carers; the school will:**

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure.
- Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this.
- Work to develop productive, supportive relationships with parents/carers whenever it is in the child's interest to do so.

#### **6. Allegations of abuse made against members of staff**

Refer to the school's separate policy on how to manage allegations against members of staff.

#### **7. Allegations of abuse by pupils against other pupils**

The school recognises that some children abuse other children or their peers; therefore, the reasons for this are complex and are often multi-faceted. The school understands that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school/college.

Peer on peer abuse is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from the MASH. The school/college will consider and may apply the disciplinary procedure. The school/college will offer support to a victim.

We will pay adherence to the guidance- Sexual Violence and Sexual Harassment in Schools/Colleges between children (May 2018) and have a strategy in the school/college to identify, report and respond to any issues/incidents raised.

#### **8. Safeguarding against radicalisation and extremism**

"Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm" Home office – Prevent strategy

8.1 Protection from radicalisation and extremism is a whole school safeguarding issue.

8.2 A young person may become involved in violent extremism for a number of reasons. Below is a list suggested by the London Borough of Tower Hamlets [LBTH]:

- May begin with a search for answers to questions about identity, faith and belonging
- May be driven by the desire for "adventure" and excitement

- May be driven by a desire to enhance the self-esteem of the individual and promote their “street cred”
- Is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- Is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

8.3 According to LBTH, the following early indicators are suggested to look out for:

- Showing sympathy for extremist causes.
- Glorifying violence.
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as “Muslim Against Crusades” or other non – proscribed extremist groups such as the English Defence League
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)

8.4 At DHL, we will use our existing monitoring and reporting systems to safeguard our students, staff and parents from any form of radicalisation and extremism. To further enhance and support the existing reporting framework, we will do the following:

- All staff will be trained at least 3 times in a year on safeguarding with a particular focus on radicalisation and extremism.
- Our DSL will work closely with the local Prevent Lead; Simon Smith
- Our staff and school governors will access any local training provided by the local authority on **Prevent**. Our induction programme covers all the prevent issues.
- The British Values will also be covered through our curriculum mapping.
- We will conduct a whole school safeguarding audit using the LBTH safeguarding framework once a year to identify gaps
- We will work closely with the Local Safeguarding Children Board to access training and support
- All students will attend in school workshop on radicalisation and extremism
- We will get all our staff and student trained on e – safety
- We will provide information to parents on e-safety, the use of social media and radicalisation
- We will share the referral route for safeguarding concerns related to radicalisation or extremism with all the staff
- The referral route will be displayed on the staff notice board.
- We will record all concerns related to radicalisation and extremism in our safeguarding log book
- If we identify any concerns, we will carry out a prevent risk assessment and speak to the family and parents regarding the concern
- We will work with the students concerned to dissuade them from any radical or extremist views
- We will use the Early Help Assessment (EHA) to assess the situation
- We will use the Team Around the Child (TAC) approach to support the family and the student
- If the concerns persist and the TAC approach does not work, we will refer the case to the Social Inclusion Panel (SIP) using the EHA form

- Appropriate vetting checks will be made of any outside agencies and groups who will use the school premises and the facilities.
- *Lead person(s) for Prevent Duty:*
  1. Prevent safeguarding Lead: Md Nazmul Haque
  2. Prevent Governor Lead: Syed Badrul Hussain
  3. Prevent Curriculum Lead: Muhammad Musharraf Hussain
  4. Responsibility for checking visitors to the school: Mohammad Badrul Islam
  5. Responsibility for checking premises used by outsiders: Mohammad Badrul Islam

Also refer to Appendix 4 for indicators of vulnerability to radicalisation.

### **9. Other relevant policies and procedures:**

9.1 This policy must be read in conjunction with: the safer recruitment policy; the Allegations of Abuse against Staff policy; the whistle-blowing policy and child protection procedures.

9.2 The governing body's legal responsibility for safeguarding the welfare of Children go beyond child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour management
- Anti-bullying
- Managing allegations of abuse against staff
- Safe recruitment
- Code of conduct for staff
- Late collection policy
- Attendance policy
- PSHCE policy
- Trips and visits
- Work experience and work related learning placements
- First aid and the administration of medicines
- Health and safety
- Site security
- Equal opportunities
- ICT and e-safety/acceptable use
- Extended school activities
- Whistle-blowing

The above list is not exclusive and when undertaking development or plan any kind the school will need to consider the implications for safeguarding children and promoting their welfare.

### **10. Contact details:**

- DSL: Md Nazmul Haque

Contact number(s): 07429464975, 0208 980 2673/ 0208 983 3663

- Deputy DSL

1. Muhammad Musharraf Hussain - Contact number: 07809449540/02089802673)

- Chair of governors: Maulana Muhammad Abdul Jalil

Contact number(s): 07852572477/0208 980 2673/ 0208 983 3663

- Lead Governor for Safeguarding - Syed Badrul Hussain. Tel: 07816688621
- Tower Hamlets Council **Child Protection Advice Line: 020 7364 3444**
- Tower Hamlets Council Multi-Agency Safeguarding Hub (**MASH**): **020 7364 5601/020 7364 5606**
- Children's Social Care emergency **Out of Hours Team** (5.00pm onwards): **020 7364 4079**
- Police Child Abuse Investigation Team (**CAIT**): **020- 8217 6484 (or use 999 if not available)**
- Local Authority Designated Officer (**LADO**) is Fiona Anderson [fiona.anderson@towerhamlets.gov.uk](mailto:fiona.anderson@towerhamlets.gov.uk)  
Tel: **0207 364 5290**
- The Chair of SIP is Kerrigen Marriner [kerrigen.marriner@towerhamlets.gov.uk](mailto:kerrigen.marriner@towerhamlets.gov.uk) tel: **0207 364 6476**  
Prevent project manager, Simon Smith – [simon.smith@towerhamlets.gov.uk](mailto:simon.smith@towerhamlets.gov.uk) tel; **0207 634 4691**

**Date Policy Reviewed:** 3<sup>rd</sup> September 2018

Next Review Date: March 2019, and as frequently as required by subsequent DfE updates within the year

Responsibility for review: DSL/ Governors

## **SAFEGUARDING POLICY APPENDIX 1/SPECIFIC SAFEGUARDING ISSUES, Definitions and signs**

Specific safeguarding issues of which staff should be aware are: a child missing from education, a child missing from home or care, child sexual exploitation (CSE), bullying including cyberbullying, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender based violence, mental health, private fostering, preventing radicalisation, sexting, teenage relationship abuse, trafficking, peer on peer abuse, criminal exploitation of children through county lines.

Further information can be found in DfE Statutory Guidance 'Keeping Children Safe in Education (2018), [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/707761/Keeping\\_Children\\_Safe\\_in\\_Education\\_-\\_September\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf)

**All staff are required to click on each specific safeguarding issue in KCSIE and read the links.**

### **Honour based violence (HBV) including Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the **Forced Marriage Unit 020 7008 0151**.

### **Female Genital Mutilation (FGM)**

Being a boys' school is no reason for not being alert to FGM as boys in our school may have information relating to relatives or neighbours.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage

- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

### **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay and call the Contact centre.

### **Children Sexual Exploitation (CSE)**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of mobile phones or other technology.

Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group.

Where CSE is suspected, the DSL should discuss concerns with the LADO who will decide whether to proceed to a referral and assessment.

## **Domestic Abuse**

Domestic abuse represents **one quarter of all violent crime**.

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

In an emergency, always call the Police on 999. For non emergencies, you can call the Police on 101.

The council's Community Safety Services, Domestic Violence and Hate Crime team can provide advice, information and referral to local domestic violence services. The team also works behind the scenes to develop local services for people experiencing domestic abuse.

Contact the team during office hours Monday to Friday 9am to 5pm on 0800 279 5434 or email [domesticviolence@towerhamlets.gov.uk](mailto:domesticviolence@towerhamlets.gov.uk).

## **Signs**

Details of understanding and identifying abuse and neglect can be found on pages 5 – 10 of the HM Gov non-statutory advice for practitioners 'What to do if you're worried a child is being abused' (March 2015).

[www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2](http://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2)

Further information can be found in DfE Statutory Guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/707761/Keeping\\_Children\\_Safe\\_in\\_Education\\_-\\_September\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf)

## **Sexting**

When an incident involving youth produced sexual imagery comes to attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

## **Peer on peer abuse**

We recognise peer on peer abuse can take some of these forms;

- Language seen as derogatory, demeaning, inflammatory;
- Unwanted banter;
- Sexual harassment;
- Sexual Violence;
- Hate;
- Homophobia;
- Based on gender differences and orientation;
- Based on difference.

We will pay adherence to the guidance- Sexual Violence and Sexual Harassment in Schools/Colleges between children (May 2018) and have a strategy in the school/college to identify, report and respond to any issues/incidents raised. We aim to challenge this type of abuse. We also aim to use approaches in the curriculum to address and tackle peer on peer abuse.

## **The criminal exploitation of children: County Lines**

Signs which may indicate criminal exploitation:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts /phone calls
- Relationships with controlling /older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault /unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Criminal exploitation of children is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals; including, reference to the Safeguarding procedures as outlined by the local authority. This will mean a referral into the Police and Social Care. The school/college will offer support to a victim.

## **Carrying knives/offensive Weapons & Gang Culture**

Bringing and carrying a knife/offensive weapon onto school/college premises is a criminal offence and immediate action will be taken by calling the police and informing the informed. The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018 will be consulted and the school/college will consider and may apply the disciplinary procedure.

If a member of staff suspects a pupil/student being involved in gang culture, this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The pupil/student may be an exploited child and victim to which the school/college will offer support.

## **SAFEGUARDING POLICY APPENDIX 2/WORKING WITH CHILDREN ONE-TO-ONE**

Working with children in one to one situations requires additional safeguards to be in place. Adults working in one to one settings are more vulnerable to unfounded or malicious allegations being made against them. One to one situations also have the potential to make the child more vulnerable to harm by those who seek to exploit their position of trust. It is important that every effort is made to ensure the safety and security of children and the adults who work with them.

Teachers also need to recognise that they may also pick up on concerns about a child or a child may disclose that they are being abused.

Principles (from Safer Working Practice guidance 2015)

- The welfare of the child is paramount
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any contact which would lead any reasonable person to question their motivation and their intentions.
- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious and /or sexual identity.

Working arrangements

- A teacher must carefully consider the needs and circumstances of the child when in one to one situations
- It is advisable to leave the door of the classroom open when working in a one to one situation. In cases where privacy is required, it is essential that the teacher and child are visible through a window at all times.
- In the rare case of tutoring a child at home, a parent or carer must be in the house and the door to the room must be kept open.
- If lone working is an integral part of the role, appropriate risk assessments should be undertaken and conditions agreed with the line manager.

## **SAFEGUARDING POLICY APPENDIX 3/Children missing education**

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Schools are required to notify the local authority within five days when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2016 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;

- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
  - the name of pupil's destination school and the pupil's expected start date there, if applicable;
- and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

## **SAFEGUARDING POLICY APPENDIX 4/Indicators of vulnerability to radicalisation**

**Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

**Extremism** is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

### **Indicators of vulnerability include:**

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

### **More critical risk factors could include:**

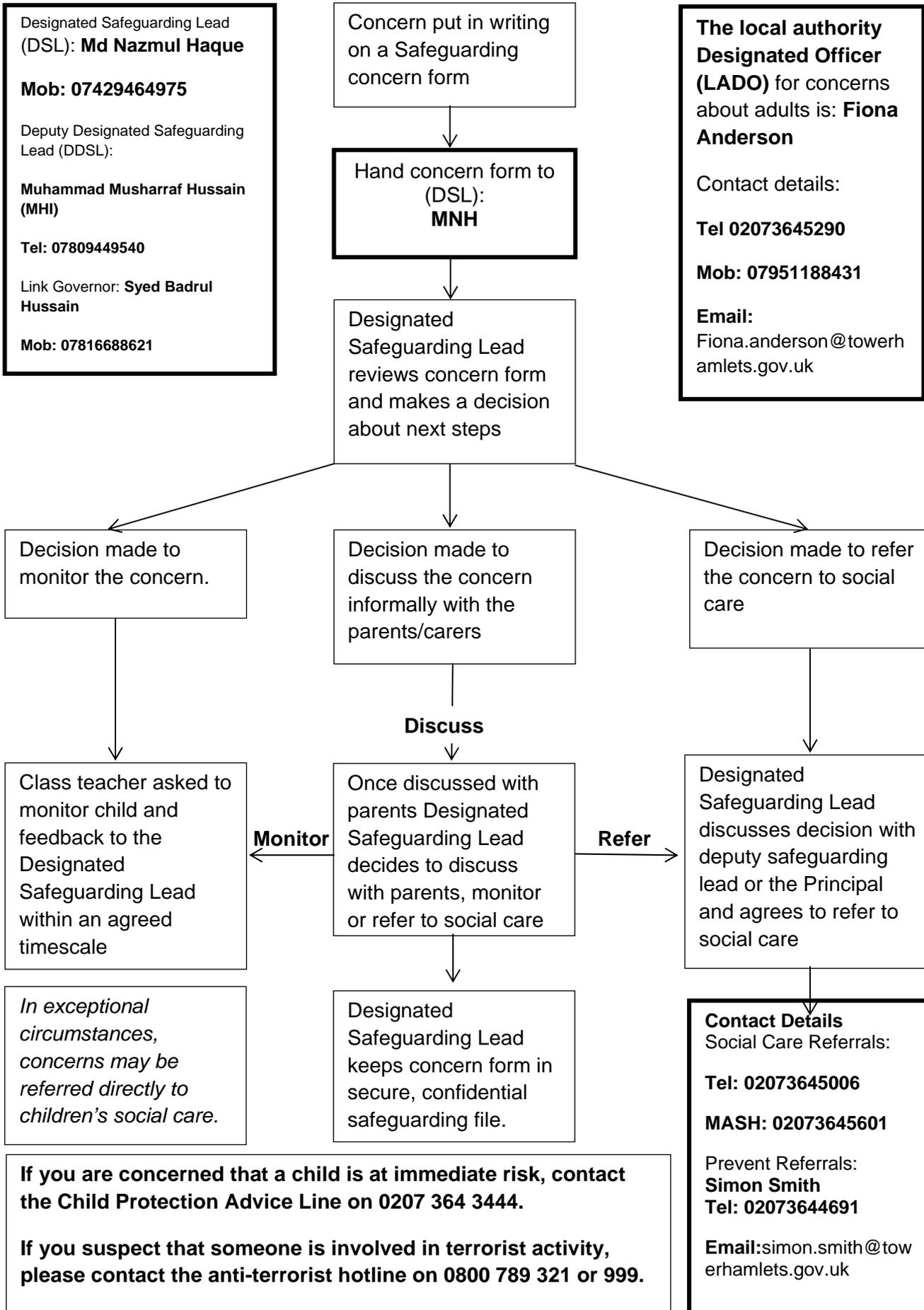
- Being in contact with extremist recruiters;

- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Refer to The Prevent Duty for further details.

**SAFEGUARDING POLICY APPENDIX 5/ safeguarding concern flowchart;**

**FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**



## **Visiting Speakers Agreement**

At Darul Hadis Latifah School, we understand the importance of visitors and external agencies to enrich the experiences of our children. In order to maintain a clear focus on our main priority of teaching and learning within a safe and protective environment, care must be exercised to respect the diverse views and values of all pupils.

**Name of visiting speaker:**.....

**Organisation (if applicable):**.....

The visiting speaker agrees to the following terms and conditions:

1. Any messages communicated to children support fundamental British Values and our school values.
2. The presentation must be appropriate to the age and maturity level of the student audience. Appropriate dress, language, and behaviour are required at all times.
3. The presentation must not incite hatred, violence or call for the breaking of the law.
4. The visiting speaker is not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts.
5. The visiting speaker must not spread hatred and intolerance of any minority group/s in the community and thus aid in disrupting social and community harmony.
6. The speaker must demonstrate a commitment to adhere to the council's 'No Place for Hate' policy.
7. The content of the speech/presentation must contribute to preparing pupils for life in modern Britain.
8. The visiting speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge.
9. Visiting speakers are not permitted to raise or gather funds for any external organisation or cause without express permission from the Head teacher.
10. Compliance with the school's Equal Opportunities and Safeguarding Policies.
11. School staffs have the right and responsibility to interrupt and/or stop the presentation for any violation of this agreement.
12. Visitors will also be accompanied by a member of staff at all times and must always display their visitor badge.

I have read these guidelines and agree to abide by them.

**Visiting speaker's signature:**

**Date:**

## Risk Assessment for vetting process for Visiting Speaker/Event

<b>Web Link/Name of Page:</b>	<b>Information Found Controversial? Y/N</b>	<b>Copy of Print Screen Made</b>	<b>Time &amp; Date</b>
<b>Calls Made:</b>	<b>Name of the person Spoken to information Positive/Negative?</b>	<b>Outcome:</b>	<b>Time &amp; Date</b>
<b>Social Media Check:</b>	<b>Information Positive/Negative?</b>	<b>Copy of Print Screen Made</b>	<b>Time &amp; Date</b>
<b>Other:</b>			

Name of Staff Conducting Check:.....

Signed:.....Date:.....

## REQUEST FOR PRIOR APPROVAL FOR VISITING SPEAKER

Name of Teacher/member of staff making request:

Proposed date of event/visiting speaker:

Brief description of event/reason for visit:

Target audience (teaching group/year groups etc.):

Approximate audience number:

Details of the visiting speaker (brief biography):

Topic of the proposed presentation and short summary of content to be covered:

If applicable the name of the organisation the visiting speaker represents:

Prior Approval Granted (Please delete/highlight as necessary):

Prior Approval Denied:

If denied, reasons for not granting approval: Not applicable

Head teacher's signature:

Date:

When provisional agreement has been granted by the Principal, this form should be handed to the Designated Safeguarding Lead

**SAFEGUARDING CONCERN FORM**

<b>Child's name</b>			
<b>Child's date of birth</b>		<b>Year group</b>	
<b>Staff member reporting concern (name &amp; position)</b>			
<b>Date of incident</b>		<b>Time of incident</b>	
<b>Details of incident</b>			
<p>Note the reasons for recording the incident. Ensure the following factual information is provided: who, what, when and where. Include names of witnesses, if relevant, and immediate actions taken. Do not ask leading questions and write according to the students words as accurately as possible.</p>			
<b>Reporting staff members signature</b>		<b>Date</b>	

**PLEASE PASS THIS FORM ON TO THE DESIGNATED SAFEGUARDING LEAD (M. N. HAQUE)**

**Checklist for recording actions and outcomes**

**For DESIGNATED SAFEGUARDING LEAD: A Checklist for Recording ACTIONS and OUTCOMES following Child Protection Concerns/Disclosures from staff**

Date (include year) and time of incident		
Name and address of child(ren) and DOB		
Factual account of the incident or information, attached on separate sheet. (Who? What? Where? When?)	Yes	No
Opinion (substantiated), if appropriate.	YES	NO
Your name (printed)	Job Title:	
Names and job titles of any other staff involved	1.  2.  3.	
With whom has the information been shared?		
What action has been taken, and by whom?		
Outcomes:		
Your signature:		
Date and time of log:		
Where is the information to be filed?  Any Cross-references?		

**SAFEGUARDING CHILD PROTECTION**

**CHRONOLOGY OF EVENTS/ACTIONS**

<b>CHILD'S NAME:</b>					<b>DOB:</b>	
<b>DATE</b>	<b>NATURE OF EVENT/INCIDENT</b>	<b>NAME &amp; ROLE OF PROFESSIONAL  RECORDING INCIDENT</b>	<b>ACTION TAKEN</b>	<b>OUTCOME</b>	<b>ADDITIONAL INFORMATION</b>	<b>DOCUMENTS</b>

**CHILD PROTECTION RECORD FRONT SHEET**

Date file started \_\_\_\_\_

Name of child \_\_\_\_\_

Any other names by which Child is known, if relevant \_\_\_\_\_

Date of birth \_\_\_\_\_

Address \_\_\_\_\_

Other family members  
(Include full name, relationship e.g. mother, father, stepmother, stepfather etc. For U18s, include age, if known.)

Are any other child protection files held in school relating to this child or another child closely connected to him? **YES/NO**

If yes, which files are relevant? \_\_\_\_\_

Name and contact number of key worker (Social Services), if known

\_\_\_\_\_  
Name and contact number of GP, if known

\_\_\_\_\_

**FILE TRANSFER RECORD AND RECEIPT**

**PART 1: To be completed by sending/transferring school**

NAME OF CHILD:	
DOB:	
NAME OF SCHOOL SENDING CP FILE:	
ADDRESS OF SENDING SCHOOL:	
DATE FILE SENT:	
NAME OF DSL:	
METHOD OF DELIVERY:	
SIGNATURE:	

.....

**PART 2: To be completed by receiving school**

NAME OF SCHOOL RECEIVING FILE:	
ADDRESS:	
DATE RECEIVED:	
NAME OF DSL RECEIVING FILE:	
HAD THE FILE BEEN TAMPERED WITH IN TRANSIT?	
SIGNATURE:	

**Transferring School:** Please ensure that the child protection file is passed to the Designated Safeguarding Lead (or Deputy Safeguarding Lead) at the receiving school using a secure method of delivery with Part 1 of this form completed.

**Receiving School:** Please complete Part 2 and return this form to the DSL listed in Part 1 above. You are advised to keep a copy for your own reference.



**CODE OF CONDUCT  
FOR  
TEACHING & NON TEACHING STAFF & VOLUNTEER**

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach. The Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

All staff must familiarise themselves with DfE based *Guidance for Safer Working Practice for Adults who Work with Children and Young People* and adhere to the code of conduct in Teacher Standards 2012.

### **PRIVATE MEETINGS WITH PUPILS**

1. Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
2. Where such conditions cannot apply, staffs are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
3. Where possible another pupils or (preferably) another adult should be present or nearby during the interview.

### **PHYSICAL CONTACT WITH PUPILS**

1. As a general principle staff will refrain from making unnecessary physical contact with their pupils.
2. It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this. In situations where a pupil needs to be restrained, staff must refer to DfE advice on the use of reasonable force in schools, July 2013.
3. Staff should never touch a child who has clearly indicated that he is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
4. Physical punishment is illegal as is any other form of physical response to misbehaviour, unless it is by way of necessary constraint.
5. Staffs who have to administer first aid to a pupil should ensure whenever possible that this is done in the presence of other children or another adult.
6. Following any incident where a member of staff feels that his actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the principal.
7. Staff should be particularly careful when supervising pupils in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.
8. Staff will seek at all times to operate according to the School Child Protection Policy.

### **CHOICE AND USE OF TEACHING MATERIALS.**

1. Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for choice.
2. When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or the teacher, might after the event be criticised. The school will consult with others when proposing to use materials such as AIDS education for schools and in connection with sex education programmes.
3. If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

## **DRESS CODE**

Staff in the school should wear clothing which is appropriate to their role and not likely to be viewed as offensive, revealing, or sexually provocative. The dress code should also not cause embarrassment or give rise to misunderstanding and is absent of any political or otherwise contentious slogans which is not considered to be discriminatory and is culturally sensitive.

## **RELATIONSHIPS AND ATTITUDES**

Within the Pastoral Care Policies of the school and the employing authority staff should ensure that their relationship with pupils is appropriate to the age, maturity, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staffs are dealing with adolescent boys.

Staff are asked to be very vigilant about their professional duties and responsibilities in cases where pupils are known to them socially. They must not let their judgement be influenced by their social connections with the pupils' families.

## **TALKING TO PUPILS WHERE THERE ARE CONCERNS ABOUT POSSIBLE ABUSE**

Where teachers see signs which cause them concern they should seek clarification from the pupil with tact and understanding. Where a classroom assistant or another member of the ancillary or auxiliary staff sees such signs, he should immediately bring them to the attention of the class teacher or the DSL who may carry out the necessary clarification. While such clarification may reassure teachers that abuse has not occurred several points should be borne in mind:

- Do not ask the pupil leading questions, as this can later be interpreted as putting ideas into the child's mind;
- Do not ask questions which encourage the child to change his versions of events in any way. For example and appropriate question is, 'Tell me what happened' rather than 'Did they do X to you?'
- The chief task at this stage is to listen to the pupil and not interrupt or try to interpret if he is freely recalling significant events, as soon as possible afterwards to make a note of the discussion and pass it on to the designated teacher. The note should record the time, date, place and people who were present, as well as what was said. Signs of physical injury observed should be noted in detail, but under no circumstances should a child's clothing be removed;
- Any comment by the child/parent/carer about how an injury occurred should be written down as soon as possible afterwards, quoting actual words where possible.
- Avoid giving pupil undertakings of confidentiality although they should be reassured that information will only be disclosed to those professionals who need to know.
- Be aware that any notes made may need to be used in subsequent court proceedings. Lack of records will not absolve the school from a requirement to give evidence in court; it is therefore essential that proper contemporaneous records are kept. The school's Counselling Report sheet provides an appropriate format for such records.

## **CODE OF CONDUCT FOR TEACHING AND NON TEACHING STAFF USING SOCIAL NETWORKING SITES**

It is not recommended that staff use these sites, however if staffs have a profile they must ensure that they:

1. Keep their profile private.
2. Lock all pictures and make sure that they can only be seen by 'friends'
3. Be careful of profile content
4. NEVER accept pupils as friends.

## **CODE OF CONDUCT FOR TEACHING AND NON TEACHING STAFF USING CAMERAS AND MOBILE PHONES**

01. Staffs are not allowed to take pictures with their personal cameras or mobile phones.
02. All types of pictures and video recordings for educational purpose should be done with the school camera and video recorder.

03. In no circumstances should pictures of pupils be taken out of the school premises and be used for other purposes than those authorised by the school.

**DISTRIBUTION OF LEAFLETS OR OTHER PUBLICITY MATERIALS**

1. No one is allowed to distribute any material not related to the school unless otherwise authorised by the Principal.
2. No one is allowed to use the school branding, be it on a physical document or electronically, for any purpose unless otherwise permitted to do so by the Principal

**PERSONAL & PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career. They are aligned with the current Teacher Standards.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
- having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

THE DESIGNATED SAFEGUARDING LEAD (DSL) IS **MD NAZMUL HAQUE**.

**Name of teacher:**.....

**Signature:**.....

**Date:**.....

## **SAFEGUARDING POLICY APPENDIX 8/Useful references and organisations**

London Safeguarding Children Board [www.londonscb.gov.uk](http://www.londonscb.gov.uk)

Tower Hamlets Local Safeguarding Children Board <http://www.childrenandfamiliestrust.co.uk/the-lscb/>

‘What to do if you’re worried a child is being abused.’ Published by DFES 04320-2006

National Society for the Protection of Children [www.nspcc.org.uk](http://www.nspcc.org.uk) Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)

Stonewall [www.stonewall.org.uk](http://www.stonewall.org.uk)

NSPCC safeguarding tool

<https://www.nspcc.org.uk/services-and-resources/research-and-resources/2017/safe-network-standards/>

<https://safeguardingtool.nspcc.org.uk/>

Child Line 0800 11 11 [www.childline.org.uk](http://www.childline.org.uk)

Revised Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings. July 2015

Barnados [www.barnados.org.uk](http://www.barnados.org.uk)

[www.horsemouth.co.uk](http://www.horsemouth.co.uk) Mentoring site where users can give and receive confidential advice.

<http://www.thehideout.org.uk/>

Below is a selection of useful teaching resources on domestic abuse/violence for schools

‘Is this Love?’ Lesson plans and guidance for schools <http://www.devon.gov.uk/adva-education-pack.pdf>

Respect Training Resources for primary and secondary schools – developed in Scotland but an excellent resource for use in all schools. [www.zerotolerance.org.uk](http://www.zerotolerance.org.uk)

‘Stop Hitting Mum’ – Children talk about domestic violence (2003) Mullender A, et al Young Voice.

‘Hitting and Hurting – Living in a Violent Family’ Pickering, F (2000) The Children’s Society.

‘Child protection and domestic violence’ Mullender A, Dobbonair T (2000) Venture Press.

The Woman who Walked Into Doors, Roddy Doyle, Random House (1997).

Children’s Perspectives on Domestic Violence, Mullender A, Hague G, and Regan L (2002), Sage.