

SAFEGUARDING CHILDREN POLICY AND PROCEDURE

September 2022

Approving Body:	Darul Hadis Latifah Foundation
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Responsible Officer:	DESIGNATED SAFEGUARDING LEAD for and on behalf of the Foundation

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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.

The Safeguarding Policy is made available and accessible to staff, parents and visitors via the school website, staff handbook and regular trainings.

Safeguarding policies will be reviewed at the school at least annually unless an incident, new legislation or guidance calls for the need for a review.

The procedures within this policy apply to all staff, volunteers, visitors and governors; all the procedures have been written in accordance with Keeping Children Safe in Education 2022 and reflect local safeguarding arrangements including the Tower Hamlets Safeguarding Children Partnership Supplementary Guidance documents on Child Protection Procedures and the Management of Allegations.

1. CORE SAFEGUARDING PRINCIPLES

- The welfare of the child is paramount and underpins all discussions, decision making, and actions taken at the school.
- All concerns disclosed and reported will be taken seriously.
- All children have the right to have a life free from harm, regardless of age, gender, ability, culture, race, language, religion or sexual identity, all have equal rights to protection. This includes children's lives in digital and online environments.
- The child's wishes and feelings will always be taken into account at the school when determining what action to take and what support to provide.
- All staff including supply staff, contractors and volunteers have an equal responsibility to act immediately on any suspicion or disclosure that may suggest a child is at risk of harm or has been harmed.
- The Designated Safeguarding Lead will ensure that all pupils and staff involved in safeguarding and child protection issues will receive appropriate support.

These 6 core principles are embedded within the school's safeguarding arrangements; its safeguarding policies, procedures and systems; and underpin the whole school approach to safeguarding at Darul Hadis Latifah.

2. PURPOSE OF POLICY

- To provide all staff with key information to enable them to identify safeguarding concerns and know what action to take in response.
- To ensure consistent good practice throughout the school.
- To demonstrate the school's commitment to safeguarding to the whole school community: pupils, parents/carers and other partners.

3. SAFEGURDING LEGISLATION AND GUIDANCE

The following safeguarding legislation and government guidance have informed the content of this policy:

- Section 175 of the Education Act 2002 (Local maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and Free Schools)
- The Education (Independent School Standards) Regulations 2014 (Independent schools only, including academies and Free Schools)
- The Apprenticeships, Skills, Children and Learning Act 2009 (as amended)
- Education and Training (Welfare of Children) Act 2021 (16-19 Academies and Independent Training Providers)
- The Equality Act 2010
- The Safeguarding Vulnerable Groups Act 2006
- Working Together to Safeguarding Children 2018 (Updated July 2022)
- Keeping Children Safe in Education 2022 (1 September 2022)
- What to do if you're worried a child is being abused 2015
- The Equality Act 2010 and schools: Department advice for school leaders, school staff, governing bodies and local authorities (May 2014)
- The Teacher Standards 2012

4. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP SUPPLEMENTARY SAFEGUARDING GUIDANCE

The following THSCP safeguarding guidance has informed the content of this policy:

- London Child Protection Procedures revised 7th Edition (London Safeguarding Children Board, March 2022)
- Tower Hamlets SCP Multi-Agency Safeguarding Thresholds Guidance
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2022
- Tower Hamlets SCP LADO Procedures and Flowchart re Allegations made against staff working in the children's workforce - Information about reporting and managing allegations
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff – September 2021

5. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP

The Children Act 2004 as amended by the Children and Social Work Act 2017 has brought about the establishment of the Tower Hamlets Safeguarding Children Partnership (THSCP). The Partnership coordinates the work of all agencies and ensures that this work is effective in achieving the best outcomes for Tower Hamlets children. The three statutory safeguarding partners have published arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. More information about the Tower Hamlets Safeguarding Children Partnership can be found on the website: <http://www.childrenandfamiliestrust.co.uk/the-lsrb/>

The school has been named as a 'relevant agency' and as such is under a statutory duty to cooperate with the THSCP arrangements.

The school will engage with the borough's Designated Safeguarding Lead Forums, co-operate with the Rapid Review process and any Local Learning Reviews, participate in the THSCP multi-agency safeguarding training offer, and co-operate with the borough's Section 175/157 School Safeguarding Audit cycle.

6. KEY DEFINITIONS

Safeguarding and promoting the welfare of children is:

- protecting children from maltreatment
- preventing the impairment of a child's physical and mental health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

The phrase 'child protection' refers to the processes followed to protect children who have been identified as suffering or being at risk of suffering significant harm.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, carers, foster carers, and adoptive parents.

Staff refers to all those who work for the school or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

7. ROLES AND RESPONSIBILITIES

The Governing Body have the strategic leadership responsibility for safeguarding arrangements at the school. As a collective body it must have regard to all relevant statutory guidance issued, including Keeping Children Safe in Education, and ensure that school's safeguarding policies and procedures, including the current Child Protection Policy, are compliant with legislation and statutory guidance, reflect local safeguarding arrangements and are effective.

In accordance with the statutory requirement the named member of the Governing Body who takes leadership responsibility for safeguarding at the school is Mohammed Farid Ahmed Chowdhury and they are referred to as the Safeguarding Link Governor.

The Head Teacher is responsible for ensuring that the school's Child Protection Policy and other safeguarding policies are communicated to all staff, understood by all members of staff, and followed by all members of staff.

The Designated Safeguarding Lead takes the ultimate lead responsibility for safeguarding arrangements within the school on a day-to-day basis.

DSL: Anhar Ahmed; Contact number(s): 0208 980 2673/ 0208 983 3663; safeguarding@darulhadis.org.uk

Deputy DSL: Maruf Ahmed - Contact number: 02089802673; safeguarding@darulhadis.org.uk

Chair of governors: Muhammed Farid Ahmed Chowdhury - Contact number(s): 0208 980 2673/ 0208 983 3663; safeguarding@darulhadis.org.uk

Lead Governor for Safeguarding – Muhammed Farid Ahmed Chowdhury. Tel: 02089802673; safeguarding@darulhadis.org.uk

When the DSL is not available, the DDSL will be responsible for safeguarding arrangements. The above safeguarding personnel can also be contacted during holiday time.

All staff should recognise that as frontline workers they are in an important position to identify concerns early, provide help and support to children, promote children's welfare, and prevent concerns from escalating.

All staff have a responsibility to provide a safe environment in which children can learn.

All staff have a responsibility to report safeguarding concerns immediately to the DSL. See appendix 5 for information about how staff report a concern to the DSL and school's safeguarding record system.

If in doubt about any safeguarding matter, staff should always speak to the DSL.

All staff are expected to keep the school values at the core of their daily conduct and understand that they have a legal duty to safeguard the child. Ultimately, the best interests of the child must be at the centre of all decision making, behaviours and action taken in relation to children.

8. RIGHTS OF THE CHILD

The school upholds the human rights of the child in accordance with the Human Rights Act 1998.¹ It is unlawful for schools to act in a way that is incompatible with the European Convention on Human Rights. Specifically, the school embeds and upholds the following Convention rights of the child across its safeguarding policies and procedures:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)

¹ <https://www.equalityhumanrights.com/en/human-rights>

- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination
- Protocol 1, Article 2: protects the right to education.

In accordance with the Equality Act 2010, the school must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). Please refer to the schools Equality & Diversity Policy. The school is committed to supporting and taking positive action towards children with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race- who may be at a disadvantage and be disproportionately vulnerable.

In fulfilment of the school's Public Sector Equality Duty the school has due regard to the need to eliminate unlawful discrimination, harassment, and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.

Darul Hadis Latifah promotes the principles of fairness and justice for all through the education that we provide in our school. We actively promote the Equality Act 2010 and respect for the protected characteristics which are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. To this effect, we have mapped how, when and where we teach about the Equality Act and the characteristics that are protected by law, i.e. the 'protected characteristics;' and about the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

As evident in the Serious Case Review Child Q, the school is aware that children from ethnically diverse groups are at risk of adultification whereby their vulnerability as a child is reduced or set aside because of racial bias and stereotypes impacting professional judgement.² All staff share in the whole school's commitment to ensure equity, diversity and inclusion remain at the centre of the school's safeguarding culture, so that all children receive the care, support, and protection they have the right to receive.

The school shares the London Borough of Tower Hamlet's commitment to being an anti-racist borough and to tackle and eliminate race discrimination. The council's Black, Asian, and Minority Ethnic Inequalities Commission (2021) concluded that racism still exists within institutions and structures in the borough and has developed an action plan to achieve race equality at pace.³ The action plan recognises that schools have a powerful and significant role in changing narratives and bringing about social change through education.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organized by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

Our curriculum reflects the attitudes, values and respect that we have for all including minority ethnic groups. So, for example, the history curriculum gives due emphasis to the cultures and traditions of world cultures. In the

² <https://chscp.org.uk/wp-content/uploads/2022/03/Child-Q-PUBLISHED-14-March-22.pdf>

³ https://www.towerhamlets.gov.uk/ignl/community_and_living/Inequality-Commission/Black-Asian-and-Minority-Ethnic-Inequalities-Commission.aspx

religious education curriculum students study the basic tenets of the major faiths as well as studying their divergent cultures and celebrations.

9. CHILDREN WHO MAY BE POTENTIALLY MORE AT RISK OF HARM

All staff should recognise that all children are vulnerable but that some children may be more vulnerable than others and at more risk of harm. Children known to a Social Worker, Looked After Children and Care Leavers are likely to have suffered abuse at some point in their childhood and may be more vulnerable to further abuse including exploitation. Staff need to be aware that other children who may be potentially more at risk of harm include

A Child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of so-called honour based abuse such as Female Genital Mutilation or Forced Marriage;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day.

Staff must be more vigilant in their day-to-day work with children when the above vulnerabilities are known and report all concerns immediately to the Designated Safeguarding Lead.

10. CHILDREN IN NEED OF A SOCIAL WORKER

Children who have been allocated a social worker may have experienced abuse including neglect and belong to a family that has many complex circumstances. Staff should recognise that these children will have experienced adversity and trauma that can leave them vulnerable to further harm, as well as educationally disadvantaged, and have a negative impact on their attendance, learning, behaviour and mental health.

When making decisions about safeguarding, carrying out risk analysis, making a safeguarding response to concerns such as unauthorised and persistent absence, and providing pastoral and academic support, the school will take seriously the fact that the child in need of a social worker will require enhanced

pastoral and academic support alongside that provided by statutory services. School is also committed to providing further pastoral and academic support to children who have had historic contact with a Social Worker, in recognition that the abuse and trauma is likely to have an impact on the child beyond the duration of the involvement of statutory services. The school will co-operate with the Virtual School, which now has a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children known to a social worker.

At Darul Hadis Latifah, staff are trained to identify vulnerabilities in children, especially Children known to a Social Worker, and ensure that early intervention is offered to children.

11. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

All staff have an important role in supporting the mental well-being of children and to identify behaviour that may suggest a child is experiencing mental health problems. All staff need to recognise that mental health may be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should be aware of the trauma and mental health impact on a child who has had adverse childhood experiences including abuse, bereavement and separation of parents. Staff should also be aware that the pandemic has had a negative impact on the mental health of many children, some of whom have never previously experienced difficulties with their mental health. However, all staff should be clear that only appropriately trained professionals should attempt to make a diagnosis of a mental health difficulty.

Staff should raise any concerns to the DSL. DSLs will assess the child and make necessary referrals to MASH/CAHMS.

Children with mental health problems will be offered pastoral support from the tutor as well as the Mental Health Lead. The Mental Health Lead at the school is Anhar Ahmed (HMA).

12. LOOKED AFTER CHILDREN AND PREVIOUS LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse including neglect.

Staff need to have the skills, knowledge and understanding to safeguard Looked After Children in recognition of their heightened vulnerability.

The DSL/Designated Teacher will work with relevant agencies and take immediate action to safeguard and provide support to this vulnerable group of children.

The Designated Teacher will promote a culture of high expectations and aspirations for how looked after children learn, make sure the young person has a voice in setting learning targets, be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning, make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.

The Designated Teacher at Darul Hadis Latifah is Anhar Ahmed (HMA).

The school's Designated Safeguarding Lead will work with the local authority's Personal Advisor appointed to guide and support Care Leavers, so that any issues or concerns affecting the care leaver can be explored and effective support put in place.

13. SEND CHILDREN

Children with special educational needs and disabilities (SEND) or physical health issues can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- professionals and other adults making assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEN and disabilities or certain medical conditions being vulnerable to experiencing peer exclusion and isolation and being disproportionately impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs;
- children not understanding that what is happening to them is abuse; and
- communication barriers when reporting abuse and difficulties in overcoming these barriers.

For some disabled children, their dependency on parents and carers for practical assistance in daily living, including intimate personal care, may increase their risk of exposure to abusive behaviour. Some children may also have an impaired capacity to resist or avoid abuse. Looked After Disabled Children may be particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day to day physical care needs.

Further information on safeguarding SEND children is available in the non-statutory guidance Safeguarding Disabled Children (2009), but staff should speak with the DSL and SENDCO in the first instance.

All staff are regularly trained to understand and be aware of the additional barriers that exist when safeguarding SEND children. All staff need to be aware that SEND children may be more vulnerable when online and using digital platforms, and it is important that Online Safety lessons and related advice are tailored to their individual needs.

The School 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.

14. CHILDREN MISSING EDUCATION AND CHILDREN MISSING

The school closely monitors attendance, absence and exclusions. A child going missing from education is a potential indicator of abuse and neglect, including child sexual abuse, child sexual exploitation, child criminal exploitation or mental health problems. Staff should be alert to children already known to be vulnerable going missing from education especially Children known to a Social Worker and Looked After Children.

The school follows up on absences as part of its safeguarding duty. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Please see the school Attendance and Punctuality Policy for information on school protocol in relation to following up absences.

When a pupil does not return to school and the whereabouts of the child and their family are not known after the school has made initial inquiries, the school must refer to the Local Authority using a Missing Children referral form.

Contact: Saadia Anwar LBTH CME Officer, Tower Hamlets Education Safeguarding Service, Saadia.Anwer@towerhamlets.gov.uk 020 7364 3426 / 07562 431 817

15. ELECTIVE HOME EDUCATION

The school recognises that parents have a legal right to electively home educate their child at home; however, it is expected that the parents' decision to do this is made with their child's best education and best interests at its heart. Staff should be aware that even though most home educated children have a positive experience, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

When a parent informs the head teacher of their intention to electively home educate their child, the school will convene and coordinate a meeting between the LA, relevant school staff, parents and all key professionals currently working with the child and family. In accordance with LBTH Policy this meeting must occur before any final decision is made by the parents, to ensure that the best interests of the child have been taken fully into account and carefully considered. The occurrence of this meeting is especially important when the children have known vulnerabilities including Children known to a Social Worker and SEND children.

16. WHISTLEBLOWING

All staff members have a responsibility to raise concerns about poor or unsafe practice and potential failures in any aspect of the school's safeguarding arrangements and staff should feel confident that such concerns will be taken seriously by the senior leadership team.

Staff must follow procedures as explained in the school Whistleblowing Policy.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should consider other channels available including:

The NSPCC Whistleblowing Advice Line 0800 028 0285 which is free & anonymous, more information can be found at [nspcc.org.uk/whistleblowing](https://www.nspcc.org.uk/whistleblowing).

17. ALLEGATIONS AGAINST STAFF & REPORTING OF LOW-LEVEL CONCERNS

Allegations of harm may indicate that a person who works with children might pose a risk of harm to children if they continue in that role. When an allegation is made against a member of staff including supply staff and volunteers, the school's Managing Allegations Procedures should be followed, and all action taken needs to be in line with KCSIE 2022 Part 4 and THSCP Supplementary Guidance- Managing Allegations of Abuse against Staff – September 2021.

An allegation is made against a member of staff including supply staff, volunteers, contractors and governors, when an individual has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

All staff must report all allegations, irrespective of the source, directly to the Head Teacher and ensure that it is put in writing, signed and dated. If the subject of the allegation is the head teacher then the allegation should be directly reported to the Chair of Governors.

On receipt of a report of an allegation, the head teacher will make immediate contact with the Local Authority Designated Officer for an initial discussion. If the allegation concerns the head teacher, then the Chair of Governors shall contact the LADO.

When an allegation is made against a supply member of staff, the head teacher will be the case manager and take the lead in contacting the LADO.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

LBTH Local Authority Designated Officer (LADO): Melanie Benzie

Email: Melanie.Benzie@towerhamlets.gov.uk or LADO@towerhamlets.gov.uk

Telephone: 0207364 0677

Concerns about staff that do not meet the harm threshold and the allegation criteria set out above are known as Low-Level Concerns. Staff should report low-level concerns and self-report low-level concerns

about themselves in accordance with the school's procedures on low-level concerns, which are found in the school's Staff Code of Conduct.

18. STAFF TRAINING

In addition to School Staff, Governors and Trustees are required to have compulsory safeguarding training as part of their induction and to maintain their knowledge through regular safeguarding training and updates. Through regular safeguarding training and updates staff are given the relevant skills and knowledge to safeguard children effectively and governors/trustees will be empowered and equipped to provide strategic challenge and gain assurance that effective safeguarding arrangements in place.

At Darul Hadis Latifah, we 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. Furthermore, we 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. Staff are trained to understand the assessment process for providing early help and intervention and 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. The school also ensures the developing of 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 and to obtain access to resources and attend any relevant or refresher training courses. The school aims 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.

19. VISITORS

The school ensures appropriate checks and vetting are made for all visitors. Extensive research and risk assessment is carried out before inviting anyone to contribute to school assemblies or addressing the pupils/students. Visitors agree to uphold the values and policies of the school and complete the Visitors Agreement Form (See appendix 6). All visitors are given a 'visitor badge' when signing in, and will always be accompanied by a member of school staff throughout their visit.

When a Social Worker, Police Officer or another professional visits the school to meet with a child as part of statutory investigations or other work, the ultimate safeguarding responsibility remains with the school. The school is aware of the need for the child to have an appropriate adult when interviewed by the Police in accordance with the [PACE Code C statutory guidance](#).

20. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Where services or activities are provided separately by another organisation, the school will seek assurance that the organisation has effective safeguarding policies and procedures in place. The school will ensure that all safeguarding requirements are set out clearly in the lease or hire agreement with the organisation, as a condition of use and occupation of the school premises; and that failure to comply would lead to the termination of the agreement.

Please see the school's Off-Site Visit Policy for information on how off-site activities are subject to a risk assessment and how the school's Child Protection Policy and safeguarding procedures apply where there is direct management and supervision from the school, and how the school is assured that effective safeguarding arrangements are in place, when pupils attend off-site activities, including day and residential visits and work-related activities.

21. IDENTIFYING ABUSE

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Abuse may be carried out by adults and other children.

The school is aware that children can be at risk of abuse, harm and exploitation beyond the family home. Extra familial harms include sexual exploitation, criminal exploitation, serious youth violence, and abuse that occurs on digital and online platforms. All staff especially the DSL and Deputy DSLs must consider whether children are at risk of harm and exploitation in environments outside the family home. All staff should therefore apply a Contextual Safeguarding approach when safeguarding children in the setting.

22. INDICATORS OF ABUSE

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

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

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

frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Neglect - the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.

The DSL is aware of the borough's [LBTH Neglect Guidance toolkit](#) and all school staff understand their important frontline role in identifying children who may be suffering from Neglect.

23. VOICE OF THE CHILD

All those with a responsibility to safeguard children need to recognise that it takes great courage for a child to share a concern and speak up about any form of abuse especially child sexual abuse.

There are many reasons why children are not able to articulate what they are experiencing. Children may feel embarrassed, humiliated, or are currently being threatened by the perpetrator of abuse. Also, children may not feel ready or know how to tell a trusted adult that they are being abused, exploited, or neglected. They may not even realise that their experiences are harmful.

The barriers preventing a child communicating their concerns may be connected to their vulnerability, disability, sexual orientation, or language. The child's behaviour may be the first sign that a child has experienced harm. Staff will therefore exhibit professional curiosity and understand that a child may be communicating a concern through their actions and behaviours and take a safeguarding approach when responding to behaviours.

Staff need to be aware of and promote the systems in place at the school which enable children to share their concerns and report abuse confidently. Children need to be assured that their concerns will be taken seriously by staff and action will be taken to safeguard and protect them. It is also important that staff determine how best to build safe and trusted relationships with children and young people which facilitates communication and the sharing of concerns.

The school ensures that these systems are accessible, understood by all children and promoted throughout the school.

24. SAFEGUARDING ISSUES

25. CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation is a form of child sexual abuse. CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. Apart from age other factors that could make a child more vulnerable to exploitation, include gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

CSE can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited, as they may believe they are in a genuine romantic relationship. Children may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Staff should be vigilant and be aware of the following indicators of CSE, which is by no means an exhaustive list, and report all concerns immediately to the DSL:

- Children who are in possession of multiple phones and overly anxious to check their phones
- Children who experience sudden changes in behaviour e.g. looking agitated, children who want to leave the school premises at lunchtime
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant.
- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

CSE risks are communicated to children through the PSHE and RSE curriculums.

For further information staff can read the [Home Office Statutory Guidance](#) on Child Sexual Exploitation as well as speaking to the DSL.

26. CHILD CRIMINAL EXPLOITATION INCLUDING COUNTY LINES

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country through County Lines, forced to shoplift or pickpocket, or to threaten other young people. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to

All Staff should be aware that girls as well as boys can be risk of CCE. It is important for staff to note that boys or girls being criminally exploited are at higher risk of being sexually exploited.

Staff need to be aware of some of the indicators of CCE:

- Children who are in possession of multiple phones and overly anxious to check their phones
- Children who experience sudden changes in behaviour e.g. looking agitated, children who want to leave the school premises at lunchtime
- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

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

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Many of the indicators of children involved in County Lines are as described above under CCE. However, in addition they can include children who:

- go missing from education and/or home and subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);

- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘traphouse or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office and The Children’s Society [County Lines Toolkit For Professionals](#).

27. SERIOUS YOUTH VIOLENCE

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

28. ONLINE HARMS

Children should have the right to explore the digital environment but also the right to be safe when on it. However, the use of technology has become a significant component of many safeguarding issues. Examples of which include child sexual exploitation; child criminal exploitation; radicalisation; sexual predation/grooming; and forms of peer on peer abuse. Technology often provides the platform that facilitates harm.

In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racism, prejudice-based content, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;

- Contact: being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention of grooming or exploiting them for sexual, criminal; financial or other purposes;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images (e.g. consensual or non-consensual sharing of nudes and semi-nudes), and/or pornography, sharing other explicit images and online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. When pupils are at risk of phishing, school can reports concerns to the Anti-Phishing Working Group (<https://apwg.org/>).

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

When there are concerns about a child in this area, staff should notify the DSL, who will consider referring the child into the Cyber Choices programme (cyberchoices.uk). It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

The school IT systems have word 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 Staff Code of Conduct outlines how the school ensures Online Remote Learning is safe for both staff and pupils, as and when it is done.

The school is committed to ensuring that Online Safety is a running and interrelated theme throughout its safeguarding arrangements including policy and procedure, the curriculum, staff training and induction, the role of the DSL, and parental engagement.

Please see the school's Acceptable Use Agreement for staff and pupils in the school's E-Safety Policy.

The school carries out risk assessments and reviews regularly to ensure Online Safety at the school.

Staff should report Online Safety concerns about pupils to the Designated Safeguarding Lead as with all other safeguarding concerns. When it comes to the safety and well-being of the child, the response to the risks and harms that children may experience in the online or digital environment should be no different than the offline, face to face world. For most children there is little distinction between the online and face to face, physical environments, as the two intersect with one another in their daily lives. Staff should recognise that children's experience of abuse in the digital environment may be even more pronounced, where the identity of the abuser is unknown and the abuse can continue 24 hours a day, 7 days a week.

Staff should be aware that children with known vulnerabilities such as SEND, LAC and PLAC children and Children known to a Social Worker, may be more vulnerable to harm and exploitation in the online and digital environments.

29. DOMESTIC ABUSE

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse recognises that domestic abuse may occur in different types of relationships, including ex-partners and family members. Domestic Abuse may involve a range of abusive behaviours including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected”.

Staff should be aware that all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’.

School has signed up to the Metropolitan Police’s Operation Encompass system and on receipt of a notification from the Police will provide appropriate support to the child or children concerned, who attend the school. Operation Encompass ensures that when police are called to an incident of domestic abuse, and where there are children in the household, the police will inform the school’s Designated Safeguarding Lead before the child or children arrive at school the following day. The purpose of Operation Encompass is to enable the school to provide ‘silent support’ and is not intended to replace statutory procedures.

30. SO-CALLED HONOUR-BASED ABUSE

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 nonmedical 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

All forms of so-called Honour Based Abuse are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of Honoured Based Abuse, or already having suffered Honour Based Abuse.

If staff have a concern regarding a child who might be at risk of Honour Based Abuse or who has suffered from Honour Based Abuse, they should speak to the Designated Safeguarding Lead, who will follow local safeguarding procedures.

In England, Wales and Northern Ireland, FGM is a criminal offence under the Female Genital Mutilation Act 2003.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim

or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. However, teachers should notify the Designated Safeguarding Lead of this action as well as reporting the disclosure of FGM in line with school's safeguarding procedures.

Staff need to understand that the duty on teachers to report to the police does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures and report concerns to the Designated Safeguarding Lead. If in doubt, staff should speak to the Designated Safeguarding Lead.

In England and Wales, the practice of Forced Marriage is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

Please see the Forced Marriage Unit's Statutory Guidance and Multi Agency Guidelines.

Forced Marriage

In England and Wales, the practice of Forced Marriage is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014. Schools and colleges can play an important role in safeguarding children from forced marriage.

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

For more information, please refer to the Forced Marriage Unit's Statutory Guidance and Multi Agency Guidelines [The Right to Choose](#) (Updated June 2022)

Virginity Testing and Hymenoplasty

The government has made it illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK, as part of the Health and Care Act 2022.

It is also illegal for UK nationals and residents to do these things outside the UK.

In response to any reports of a child/young person being subject to or at risk of virginity testing or hymenoplasty, the DSL will take action in accordance with the government's non-statutory guidance [Virginity testing and hymenoplasty: multi-agency guidance](#) (July 2022)

31. RADICALISATION AND EXTREMISM

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the school's safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

Darul Hadis will follow the Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism. Paragraphs 57-76 pertain to schools. There is specific statutory guidance for further education colleges.

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

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

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

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)

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: Eleanor Knight
- 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 MASH using the MASH referral 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: Anhar Ahmed
2. Prevent Governor Lead: Mohammed Farid Ahmed Chowdhury
3. Prevent Curriculum Lead: Maruf Ahmed
4. Responsibility for checking visitors to the school: Mohammad Badrul Islam
5. Responsibility for checking premises used by outsiders: Mohammad Badrul Islam

At Darul Hadis, we provide staff training opportunities and relevant parts in the curriculum enable pupils to discuss issues of religion, ethnicity and culture and how the school promotes fundamental British Values as part of SMCS (spiritual, moral, social and cultural education).

In LBTH the Prevent Education Officer is Eleanor Knight Eleanor.Knight@towerhamlets.gov.uk.

In LBTH all Prevent referrals related to children should be made through the Multi Agency Safeguarding Hub.

32. CHILD-ON-CHILD ABUSE

Staff must be aware that children may be harmed by other children.

Child-on-child abuse can happen both inside and outside of school including online. It is important that all staff recognise the indicators and signs of child-on-child abuse.

Staff should treat all reports of child-on-child abuse very seriously and make it clear that all forms are unacceptable. As with all forms of abuse the occurrence of child-on-child abuse is an infringement of a child's human rights. Abuse is abuse and will never be dismissed as 'banter' or 'part of growing up'. The school adopts a Zero Tolerance Approach to child-on-child abuse.

All staff should recognise that even though there are no reported cases of child-on-child abuse among pupils, such abuse may still be taking place and that it is simply not being reported.

Staff should be aware that it is more likely that boys will be perpetrators of child-on-child abuse and girls will be victims of child-on-child abuse. However, all forms of child-on-child abuse are unacceptable and will not be tolerated at the school.

Staff should recognise that child-on-child abuse can take many forms and may be facilitated by technology, including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as biting, hitting, kicking or hair pulling
- sexually harmful behaviour and sexual abuse including inappropriate sexual language, touching, sexual assault or rape
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos
- teenage relationship abuse – where there is a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- upskirting – taking a picture under a person's clothing without their knowledge and/or permission with the intention of viewing their buttocks or genitals (with or without underwear) to obtain sexual gratification. It is a criminal offence.
- initiation/hazing - used to introduce newcomers into an organisation or group by subjecting them to a series of trials and challenges, which are potentially humiliating, embarrassing or abusive.
- prejudice and discrimination - behaviours which cause a person to feel powerless, worthless or excluded originating from prejudices around belonging, identity and equality, for example, prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Although a child identifying as LGBTQ+ is not in itself a safeguarding concern, such children may be more vulnerable to forms of child-on-child abuse. This includes children who are perceived to be LGBTQ+ even though they do not identify as such. The school is committed to providing a safe space for LGBTQ+ children to share any concerns they may have and in ensuring an inclusive culture is maintained.

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.

Child on Child 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 necessary support to a victim.

33. CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

All staff must be aware that sexual violence and sexual harassment can occur between two children of any age and sex and it can happen in any environment including schools, the family home as part of intra-familial abuse and via online platforms. It can also occur when a group of children sexually assaulting or sexually harassing a single child or a group of children. The abuse may be perpetrated by a younger child towards an older child because of an imbalance of power caused by factors such as height difference or cognitive ability.

As part of school's wider safeguarding culture, staff should maintain an 'it could happen here' approach in regard to child-on-child sexual violence and sexual harassment and understand that children in the school and the local community may be experiencing such forms of child-on-child abuse, including that facilitated by technology, regardless of the number of reports the DSL receives.

In response to reports of child-on-child abuse school will reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. As part of the reassurance to children, it will be made clear to children that the law is in place to protect them from abuse rather than to criminalise them.

Staff should be aware that some groups of children are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBTQ+ children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting upskirts. Dismissing or tolerating such behaviours will help to normalise them.

Sexual violence offences are defined under the Sexual Offences Act 2003

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

All Staff need to be aware of the following:

- children under the age of 13 can never consent to any sexual activity;
- the age of consent is 16
- sexual intercourse without consent is rape.

Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. In parallel to this the school will make a referral to Children’s Services via the Multi Agency Safeguarding Hub.

Sexual Harassment

Sexual Harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual Harassment may include the following:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence such as:
 - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.
 - sharing of unwanted explicit content;
 - upskirting
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation, coercion and threats

On a case-by-case basis the school will liaise with Children’s Services and the Police as well as specialist services as part of the immediate response to child-on-child sexual harassment and the ongoing support for all the children involved.

Harmful Sexual Behaviours

Children’s sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. School recognises that Harmful Sexual Behaviours can, in some cases, progress on a continuum. It is therefore important for all staff to address inappropriate behaviours to help prevent problematic, abusive and/or violent behaviour in the future. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.

School takes seriously its duty to respond appropriately to all reports and concerns about children’s sexual behaviours both online and offline, in and outside of the school, including reports of sexual violence and/or sexual harassment. The DSL has completed relevant training in responding to and managing harmful sexual behaviours and will draw upon appropriate resources such as the AIM Checklists and Assessment Tools. The DSL will liaise where appropriate with Children’s Services, the Police and other specialist services.

34. YOUTH PRODUCED SEXUAL IMAGERY

Youth Produced Sexual Imagery is one of the terms professionals use to describe the sending or posting of nude or semi-nude images, videos or live streams by children and young people under the age of 18 online. The term 'nudes' is used by children and covers all types of image sharing incidents. Alternative terms used by children include 'dick pics' or 'pics'.

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Nude or semi-nude images, videos or live streams may include more than one child or young person.

Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame. Such images can be shared via web pages and social media accounts called 'Bait Out' pages/accounts.

Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal.

When handling reports of Youth Produced Sexual Imagery, staff must be aware that it is illegal for staff to view or share such imagery. Staff should immediately inform the Designated Safeguarding Lead who will act in accordance with non-statutory guidance, Sharing Nudes and Semi-Nudes. Advice for Education Settings working with Children and Young People 2020.

35. BULLYING (INCLUDING CYBERBULLYING)

Bullying is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the school's Anti-Bullying Policy/Pupil Behaviour Policy/Child-on-child abuse Policy.

Please see the school's Antbullying Policy.

36. HOMELESSNESS

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The DSL will raise concerns at the earliest opportunity about a family at risk of homelessness through the [Tower Hamlets Homeless and Housing Options service](#).

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. However, it is also recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and should be contacted in the first instance.

37. CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

The DSL will ensure that the children concerned are supported and where appropriate make use of the guides provided by the HM Courts & Tribunals Service for [children 5-11-year olds](#) and [12-17 year olds](#).

Making child arrangements via the family courts following parental separation can be stressful and entrench conflict in families. This can be stressful for children too. Where appropriate parents can be signposted to the Department of Justice's [information toolkit](#) for families on making child arrangements which sets out each party's responsibility including the importance of putting the needs of the children first in the process.

38. CHILDREN WITH FAMILY MEMBERS IN PRISON

An estimated 310,000 children every year have a parent in prison in England and Wales and 10,000 visits are made by children to our public prisons every week. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

The DSL will draw upon the resources and guidance offered through [The National Information Centre on Children of Offenders \(NICCO\)](#) to support the children involved and mitigate negative consequences for those children.

39. PRIVATE FOSTERING

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

Staff should be vigilant about children who are in private fostering arrangements and report concerns to the DSL, who will notify the Local Authority through a MASH referral, as set out in the THSCP Multi-Agency Private Fostering Guidance (January 2022). The Local Authority will check the arrangement is suitable and safe for the child in accordance with the [Private Fostering statutory guidance](#).

40. YOUNG CARERS

A young carer is a person aged 18 or under who cares, unpaid, for a friend or family member. This can include, but is not limited to a person with:

- a long-term illness or condition
- a physical or learning disability
- a substance misuse problem
- a mental health problem

The support provided by a child can vary based on the condition of the person they are caring for, but typically young carers provide a combination of personal (such as helping to dress or bath them), practical (such as cooking, cleaning and shopping) and emotional care (such as talking through their concerns with them).

It is estimated by the Children's Society that 1 in 5 children are young carers and many are hidden and unidentified. School recognises that young carers have the right to an assessment by the Local Authority to identify needs and support and the person they are caring for can have a reassessment of their needs.

The DSL will follow the LBTH guidance for schools, 'Young Carers in School: A guide for education practitioners to identify and support young carers in schools' (2020) and refer to the Young Carers program accordingly: Young.Carers@towerhamlets.gov.uk

41. CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

Child abduction is the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

All incidents of Child Abduction should be reported immediately to the Police and Children's Social Care.

Other community safety incidents in the vicinity of a school can raise concerns amongst staff, children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. All incidents that occur during the school day should be immediately reported to the DSL, and steps taken to ensure the safety and well-being of the children involved.

42. MODERN SLAVERY

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer to the National Referral Mechanism is available in the [Modern Slavery Statutory Guidance](#).

The DSL will refer all potential child victims of modern slavery to the Local Authority via MASH.

43. TAKING SAFEGUARDING ACTION

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”. Key points for staff to remember are:

- in an emergency take the action necessary to help the child (including calling 999)
- report your concern as soon as possible to the DSL, no later than the end of the day (4:30pm)
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern found in the school reception
- seek support for yourself if you are distressed.

44. EARLY HELP

All staff are trained and prepared to identify children who may benefit from Early Help, which is providing support as soon as a problem emerges at any point in a child’s life.

The Tower Hamlets Early Help Strategy recognises the important role schools have in identifying children and families who are at risk of poor outcomes without early intervention.

All staff need to recognise that all children may benefit from Early Help at any point in their childhood, but some children may benefit from Early Help more than others. These are children with known vulnerabilities, which are listed on page 9 of this policy.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil’s situation is not improving or is worsening.

The DSL will contact the LBTH Early Help Hub for support and advice if required:

LBTH Early Help Hub:
0207 364 5006 (option 2)

Alternatively, the DSL will complete an Early Help Enquiry form which can be accessed via <https://bit.ly/2AA2WNy>

The DSL will apply the LBTH Thresholds Guidance to decide what level of safeguarding response is required as part of the Early Help response. If in doubt about the level of need the DSL will telephone the LBTH Multi Agency Safeguarding Hub (MASH) for a discussion.

MASH:

020 7364 5006 (Option 3) 020 7364 5601/5606

Child Protection Advice Line

020 7364 3444

If a child has been receiving Early Help support from the school and other agencies and there is no improvement in the child's outcomes, then the DSL must refer the child to Children's Social Care.

45. HANDLING THE REPORTING OR SHARING OF CONCERNS

When a child shares that they have been or are being abused including exploitation and neglect, they may feel ashamed, especially if the abuse is sexual, and may feel frightened lest their abuser finds out they have sought help and support from a professional. The child may have been threatened and may have lost all trust in adults; or they may believe that they are to blame for the abuse. Sometimes the child may not understand that what is happening is abusive.

All staff should reassure children that what they are sharing is being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a child ever be made to feel ashamed for making a report.

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. During their conversations with the pupils, staff will:

- allow the child to speak freely
- remain calm
- allow silences
- refrain from asking leading questions
- tell the pupil what will happen next
- inform the DSL as soon as possible
- seek support from their line manager if they feel distressed.

The DSL will seek advice from MASH before deciding if and when to inform parents.

46. CONFIDENTIALITY AND SHARING INFORMATION

Staff should never assume a colleague or another professional will take safeguarding action through the sharing of information that might be critical in keeping children safe. Staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Serious Case Reviews have highlighted failures in safeguarding systems in which people did not share information at the earliest opportunity or did not share at all. If in any doubt about sharing information, staff should speak to their Designated Safeguarding Lead or a deputy.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

All staff should understand that safeguarding requires a high level of confidentiality. Staff should only discuss concerns with the DSL, Deputy DSL or the headteacher.

Any member of staff can contact children's social care if they are concerned about a child but should inform the DSL as soon as possible that they have done so.

The DSL will have due regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR) to ensure that personal information is processed fairly and lawfully and they will adhere to the seven golden rules for sharing information. Information sharing will take place in a timely and secure manner.

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, as safeguarding and protecting children provide a legal basis for sharing information.

Information sharing decisions will be recorded, whether or not the decision to share has been taken. Child protection information will be stored securely separate from the pupil's school file. Child protection information is stored and handled in line with the school's Retention and Destruction Policy.

47. REFERRING TO CHILDREN'S SOCIAL CARE

The DSL will make a referral to children's social care applying the LBTH Threshold Guidance if it is believed that a pupil is suffering or is at risk of suffering significant harm, or the child is considered to be in need, that is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services.

LBTH Multi-Agency Safeguarding Hub:
020 7364 5006 (Option 3) 020 7364 5601/5606

Child Protection Advice Line:
020 7364 3444

The DSL will contact CPAL/MASH in the first instance to seek advice and guidance. When the DSL completes a MASH referral form and sends it securely to the Multi-Agency Safeguarding Hub, the referral form will be accurate and sufficiently detailed to enable the MASH Assessment and Intervention

Team to decide on the level of statutory response required in accordance with the LBTH Thresholds Guidance.

If the child is already known to Children's Social Care, then the DSL will communicate safeguarding concerns with the allocated Social Worker.

48. ESCALATION PROCEDURES

If, after a referral to Children's Social Care, the child's situation does not appear to be improving, the DSL will consider following local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

In accordance with the Tower Hamlets Threshold Guidance (Appendix D) the DSL will first contact the team manager followed by the service manager followed by the divisional director. At every level of escalation there should be discussion and concerted effort to resolve any professional difference

49. CONTACT DETAILS

- DSL: Anhar Ahmed; Contact number(s): **0208 980 2673/ 0208 983 3663**; safeguarding@darulhadis.org.uk
- Deputy DSL: Maruf Ahmed - Contact number: **02089802673**; safeguarding@darulhadis.org.uk
- Chair of governors: Muhammed Farid Ahmed Chowdhury - Contact number(s): **0208 980 2673/ 0208 983 3663**; safeguarding@darulhadis.org.uk
- Lead Governor for Safeguarding – Muhammed Farid Ahmed Chowdhury. Tel: **02089802673**; safeguarding@darulhadis.org.uk
- Tower Hamlets Council **Child Protection Advice Line: 020 7364 3444**
- Tower Hamlets Council Multi-Agency Safeguarding Hub (MASH): **020 7364 5601/020 73645000**; MASH@towerhamlets.gov.uk; MASH@towerhamlets.gcsx.gov.uk
- 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 Melanie Benzie: **02073640677; 07903 238827**; LADO@towerhamlets.gov.uk; LADO@towerhamlets.gcsx.gov.uk
- David Hough, Head of Education Safeguarding; Tel: **020 7364 3427**; Email: david.hough@towerhamlets.gov.uk
- Simon Smith, Prevent Co-ordinator; Tel: **020 7364 4691**; Email: simon.smith@towerhamlets.gov.uk
- Early Help Hub 9am-5pm: **0207 364 5006**

- Early Help Hub 5pm onwards: **0207 364 5006**
- NSPCC whistleblowing advice line: **0800 028 0285; help@nspcc.org.uk**

Date Policy Reviewed: 1st September 2022

Next Review Date: September 2023, 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, upskirting and serious violence.

Further information can be found in DfE Statutory Guidance 'Keeping Children Safe in Education (2020), https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.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 act without delay and call the Contact centre.

Child criminal exploitation and child sexual exploitation:

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

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.

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

Further information can be found in DfE Statutory Guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.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;
- Bullying (including cyberbullying)
- Physical abuse which can including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm,
- Upskirting,
- 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.

Upskirting

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Child's need for a social worker:

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

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

Working with children in one to one situation requires additional safeguards to be in place. Adults working in one to one setting are more vulnerable to unfounded or malicious allegations being made against them. One to one situation also has 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 2019)

- 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 situation
- 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.

Online Safety at Home: It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors' filters and appropriate monitoring system are in place. Where children are being asked to learn at home the department had provided advice to support schools do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and remote-education](#).

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.

Keeping children safe in schools and colleges during covid-19 pandemic.

[Keeping Children Safe in Education](#) (KCSIE) is statutory safeguarding guidance that schools and colleges should continue to have regard to as required by legislation.

Schools and colleges should, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow them to satisfy themselves that any new policies and processes in response to coronavirus are not weakening their approach to safeguarding or undermining their child protection policy. It will be especially important that wider opening risk assessments (as set out <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>) and related Health and Safety risk assessments are appropriately linked into a school or colleges approach to safeguarding and child protection policy. For information on health and safety and advice linked to coronavirus see [managing school premises during the coronavirus outbreak](#) and coronavirus information and advice from [Health and Safety Executive](#). The department has also published information on [prevent management support for schools and colleges](#) who have pupils/students receiving Channel support. Prevent is a vital part of our work to safeguard children from radicalising influences, and it remains in operation in local authorities during this challenging time.

Public health advice to minimise coronavirus (COVID-19) risks.

School will prepare for all pupils to return full-time from the start of the autumn term. School will comply with health and safety law, which requires assessing risks and putting in place proportionate control measures. School will thoroughly review health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the [system of controls](#). These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

Risk assessment:

Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.

As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed). Schools should consider the additional risks and control measures to enable a return to full capacity in the autumn term. Schools should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.

School employers should have active arrangements in place to monitor that the controls are:

Effective, working as planned, updated appropriately considering any issues identified and changes in public health advice.

System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the following sections.

Prevention

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
- 2) Where recommended, use of face coverings in schools.
- 3) Clean hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.
- 7) Where necessary, wear appropriate personal protective equipment (PPE).

Numbers 1 to 5 must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

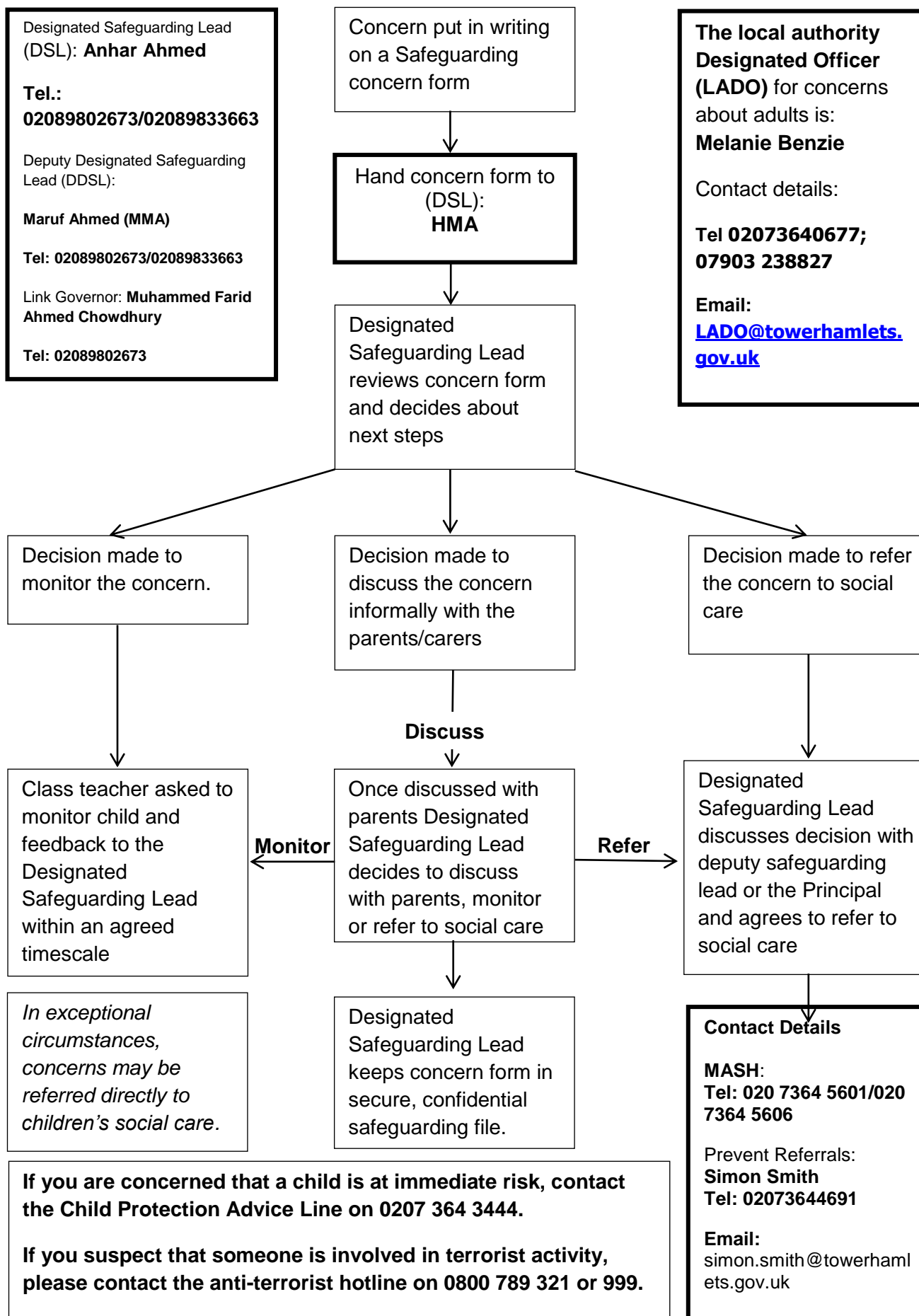
Number 7 applies in specific circumstances.

Response to any infection

- 8) Engage with the NHS Test and Trace process.
- 9) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
- 10) Contain any outbreak by following local health protection team advice.

Numbers 8 to 10 must be followed in every case where they are relevant.

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

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

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 POLICY APPENDIX 7/ safeguarding concern and record forms

SAFEGUARDING CONCERN FORM

Child's name			
Child's date of birth		Year group	
Staff member reporting concern (name & position)			

Date of incident		Time of incident	
Details of incident 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 student's words as accurately as possible.			
Empty space for incident details			
Reporting staff members signature		Date	

PLEASE PASS THIS FORM ON TO THE DESIGNATED SAFEGUARDING LEAD (ANHAR AHMED (HMA))

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

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

--	--	--	--	--	--	--



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 May 2019* and adhere to the code of conduct in Teacher Standards 2013.

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 other 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's safeguarding policy
9. All staff should be aware that under the Sexual Offences Act 2003, it is a crime for an adult in a position of trust to engage in sexual activity with a person under the age of 18.

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, they should immediately bring them to the attention of the class teacher or the DSL who will 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 safeguarding record forms 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
5. Do not communicate with students in a personal capacity.
6. Do not share and discuss data relating to children, parents and carers in staff social media group.

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

1. Staffs are not allowed to take pictures with their personal cameras or mobile phones.
2. 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

DATE PROTECTION ACT 2018 & GDPR PRIVACY NOTICE POLICY:

All staff must abide by the school's policy on GDPR and Data Protection. The school has issued a detailed guidance on the handling of pupil's personal information. All staff must ensure that they are familiar with the scope of this

and abide by them at all times. Any breach of this policy must be reported immediately to the **Data Protection Officer Mohammed Badrul Islam**

STANDARDS OF BEHAVIOUR:

Staff is responsible to disclose disqualification/barred from child care as per Childcare (Disqualification) Regulations 2018.

TRANSPORTING PUPILS:

Staff should not offer lifts to pupils unless the need for this has been agreed by the Principal/Manager [and there should be] at least one adult additional to the driver acting as an escort.

EDUCATIONAL VISITS:

Staff responsible for organising educational visits should be familiar with the Department for Education's advice on Health and Safety (updated November 2018)

PHOTOGRAPHY, VIDEOS AND OTHER IMAGES / MEDIA:

Adults should not take images of a child's injury, bruising or similar (e.g. following a disclosure of abuse) even if requested by children's social care; or make audio recordings of a child disclosure.

CURRICULUM:

'The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit, political or otherwise sensitive nature. Responding to children's questions requires careful judgement and staff should take guidance in these circumstances from the Designated Safeguarding Lead.'

This means that 'care should be taken to comply with the setting's policy on spiritual, moral, social, cultural (SMSC) [education] which should promote fundamental British values and be rigorously reviewed to ensure it is lawful and consistently applied. Staff should also comply at all times with the policy for relationships and sex education (RSE)'.

VIRTUAL LESSONS & LIVE STREAMING:

- Teachers may use audio/group chat solely for teaching purposes.
- No personal contact/discussion with the children in the virtual platform.
- Teachers must be professional at all times while using virtual platform.
- Teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers

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 understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

THE DESIGNATED SAFEGUARDING LEAD (DSL) IS **ANHAR AHMED (HMA)**

Name of teacher/staff:.....

Signature:.....

Date:.....

SAFEGUARDING POLICY APPENDIX 8/Useful references and organisations

London Safeguarding Children Board 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 Kidscape www.kidscape.org.uk

Stonewall 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

Barnados www.barnados.org.uk

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

‘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.