



Al Islah
Girls' High School
RESPECT EDUCATE ACHIEVE

Safeguarding & Child Protection Policy

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School Record of Safeguarding Training:

Type of Training:	Date completed:	Next due date:
Whole School Safeguarding Training	September 2024	September 2025
Senior Designated Safeguarding Lead (DSL) - (Due every 2 years)	September 2023	September 2025
Deputy Senior DSL (Due every 2 years)	September 2023	September 2025
Whole School Staff Refresher/updates (Annual)	September 2024	September 2025
Safer Recruitment Training (Due every 3 years)	September 2023	September 2026
Governor Safeguarding Training	September 2024	September 2025
DSL Prevent Training Update (for DSLs to disseminate to ALL staff)	September 2024	September 2025

قال النبي صلى الله عليه وسلم: إِذَا الْأَمَانَةُ إِلَى مَنْ أَيْتَمَنَكَ

Allah's Messenger (SAW) said: "Fulfil the trust of the one who entrusts you..." (Abu Dawood)

Al Islah Girls High School views every child as an amanah (trust) bestowed upon us by our Lord. Consequently, AIGHS fully recognizes that parents and carers have entrusted their child(ren) in the care of our school; therefore the safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children and fulfil trust at all times or be accountable. In order to fulfil this responsibility effectively, all staff at AIGHS should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

A child is defined as anyone under the age of 18 and safeguarding and promoting the welfare of children is defined as protecting children from maltreatment, preventing impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The school and staff form part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children: https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

This policy aims to provide a framework that leads to informed decision making for the protection of children. It sets out how all agencies and professionals should work together to promote children's welfare and protect them from all forms of abuse.

Table of Contents

Allah’s Messenger (SAW) said: “Fulfil the trust of the one who entrusts you...” (Abu Dawood)	4
Key Safeguarding Information	9
Key External Contacts.....	10
Core Safeguarding Principles	11
Legislative Framework	11
Operation Encompass Safeguarding Statement	13
Introduction	14
Aims.....	15
Terminology.....	16
The School’s Commitment	21
Role of the Governing Board.....	21
Role of the Headteacher	23
Role of the Designated Safeguarding Lead.....	24
Role of Staff Members	26
Confidentiality in AIGHS	28
How to help students become more resilient and aware of their surroundings	28
Safeguarding Information for Parents.....	29
Emergency Contacts for Pupils	29
Safer Recruitment	29
Induction of New Staff.....	30
Safeguarding Training	30
Using IT in AIGHS.....	31
Online Risks.....	31
What is Online Abuse?.....	32
Signs of online abuse	32
Use of Mobile Phones and Cameras	32
What is Doxing?	34
Why do they do it?	34

<i>Who are the victims?</i>	35
<i>How it can impact on the victim</i>	35
<i>How does doxing work?</i>	36
<i>What can I do to protect myself?</i>	37
Tips	37
<i>Is doxing illegal?</i>	38
<i>Extended school and off-site arrangements.</i>	38
<i>Recognising abuse in AIGHS</i>	38
Neglect	39
Physical Abuse	39
Sexual Abuse.....	39
Emotional Abuse	39
Organised Abuse	39
Other forms of abuse.....	40
<i>Recognising Extremism and Radicalisation</i>	40
Engagement in Joining an Extremist Organisation.....	41
Intent to Cause Harm.....	42
Capability to cause harm	42
<i>Guidance on specific types of abuse</i>	43
Child sexual exploitation.....	43
Child Criminal Exploitation (CCE).....	43
County lines	44
Child criminal exploitation: serious violence/county lines	45
So-called ‘honour-based’ abuse (including FGM, Forced Marriage, Virginity Testing and Hymenoplasty).....	46
Female Genital Mutilation	46
Forced marriage	47
Virginity Testing and Hymenoplasty	48
<i>Anti-Bullying & Cyber Bullying</i>	48
Sexting	49
Children with family members in prison.....	49
Children and the court system	49
Child abduction and community safety incidents	49
Serious Youth Violence.....	50
<i>Child-on-child abuse</i>	50
Child-on-child abuse: sharing nudes and semi nudes	51

<i>What is Sextortion?</i>	53
<i>How Does Sextortion Happen?</i>	53
<i>How Can Safeguarding Professionals Help?</i>	53
<i>If a young person in your care has been a victim of sextortion:</i>	54
Child-on-child abuse: sexual violence and sexual harassment between children in school	54
<i>Sexual Harassment</i>	57
Harmful Sexual Behaviours	58
Youth Produced Sexual Imagery.....	58
<i>Upskirting</i>	59
<i>Self-harm</i>	59
<i>Faith abuse</i>	61
<i>Fabricated illness</i>	61
<i>Private fostering</i>	62
<i>Homelessness</i>	62
<i>Young Carers</i>	63
<i>Modern Slavery</i>	63
<i>Children Absent from Education & Children Missing from Education</i>	63
<i>Children who are Absent from Education</i>	64
<i>Looked after children and previous looked after children</i>	65
<i>Children in need (CIN)</i>	66
<i>Children in need of social worker</i>	66
<i>‘Looked after’ children</i>	66
<i>SEND children</i>	67
<i>Elective Home Education</i>	68
<i>Child Abduction and Community Safety Incidents</i>	68
<i>Other considerations</i>	69
<i>Dealing with Safeguarding Concerns and Incidents</i>	69
The role of staff members.....	69
Reporting Procedures for General Safeguarding Concerns	71
Responding to Safeguarding Concerns.....	74
<i>Statutory children’s social care assessment services</i>	76
<i>What will the local authority do?</i>	76
<i>Safeguarding procedures in the event of a partial or full school closure</i>	77

<i>Record Keeping – Child Protection</i>	<i>77</i>
<i>Record Transfers</i>	<i>79</i>
<i>Access to Child Protection Files</i>	<i>80</i>
<i>External bodies.....</i>	<i>80</i>
<i>Retention of Child Protection files.....</i>	<i>81</i>
<i>Support for those involved in a Child Protection issues</i>	<i>82</i>
<i>Allegations against members of staff.....</i>	<i>83</i>
<i>Low Level Concerns</i>	<i>83</i>
<i>Allegations that may meet the harm threshold</i>	<i>85</i>
<i>Whistle blowing</i>	<i>87</i>
<i>Sharing of School Premises</i>	<i>87</i>
<i>Leaflets</i>	<i>88</i>
<i>Library</i>	<i>88</i>
<i>Related School Policies</i>	<i>89</i>
APPENDIX 1 – INDICATORS / SYMPTOMS OF HARM	90
Possible Signs of Physical Abuse	90
Possible Signs of Emotional Abuse.....	90
Possible Signs of Neglect	91
Possible signs of FGM.....	92
APPENDIX 2: BLACKBURN WITH DARWEN CONTINUUM OF NEED.....	94
APPENDIX 3: SOCIAL CARE REFERRAL PATHWAY FLOWCHART	96
APPENDIX 4: WELFARE INCIDENT / CONCERN FORM – “GREEN WELFARE FORM	97
APPENDIX 5: KEY POINTS FOR STAFF DURING A DISCLOSURE.....	99
General Points.....	99
Helpful things to say or show	100
Things not to say	100
APPENDIX 6: DESIGNATED SAFEGUARDING LEAD JOB DESCRIPTION	101
Availability	101
Manage referrals	102
Working with others	102
Information sharing and managing the child protection file	103
Raising awareness.....	103
Training, knowledge, and skills.....	104
Providing support to staff	105
Understanding the views of children	105
Holding and sharing information.....	105
Deputy Designated Safeguarding Lead	105
APPENDIX 7: DESIGNATED LOOKED AFTER CHILDREN (LAC) TEACHER RESPONSIBILITIES	106

General	106
Fostering a culture of inclusivity.....	106
APPENDIX 8: SAFE WORKING PRACTICES.....	109
Dress and appearance	109
Infatuations.....	109
Social contact	110
APPENDIX 9: SAFEGUARDING AND PREVENT CHECKLIST.....	114
APPENDIX 10: STAFF SAFEGUARDING DECLARATION.....	119
APPENDIX 11: SAFEGUARDING PROCEDURES IN THE EVENT OF A PARTIAL OR FULL SCHOOL CLOSURE	120
Context.....	120
Designated safeguarding lead arrangements	120
Supporting children in school	121
Reporting a concern	121
Attendance recording and absence monitoring.....	121
Safeguarding training and induction	121
Recruitment.....	121
Online safety in schools	122
Online safety away from school.....	122
Pupil behaviour	122
Support from the governing body	122

Key Safeguarding Information

<u>Key staff</u>	
Full name of school	Al Islah Girls High School
Headteacher	Nikhat Pardesi
Designated Safeguarding Lead	Hifza Yaqoob Safeguarding@alislah.org.uk 01254 261573
Deputy Designated Safeguarding Lead	Nikhat Pardesi Head@alislah.org.uk
Designated Prevent Lead	Hifza Yaqoob
Mental Health and Wellbeing Officer	Safiyya Karolia (safiyya.karolia@alislah.org.uk)
Designated Teacher for Looked After Children	Hifza Yaqoob
Designated Operation Encompass Lead	Hifza Yaqoob

Lead Governor(s) for Safeguarding and Child Protection	Hasan Desai (hasan.desai@alislah.org.uk) Ismail Patel (ismail.patel@alislah.org.uk)
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Key External Contacts

<u>Police</u>	Blackburn Police Station Greenbank Business Park off Whitebirk Drive Blackburn Lancashire BB1 3HT 01254 353310
<u>Local authority children's social care</u>	Multi-Agency Safeguarding Hub (MASH) mash@blackburn.gov.uk 01254 666400
<u>Blackburn with Darwen – Emergency Duty Team (out of hours)</u>	01254 587547
<u>Blackburn with Darwen principal Inclusion officer (CME/EHE)</u>	Catherine Salt Catherine.Salt@blackburn.gov.uk 01254 666756
<u>Local children's centre</u>	Blackburn with Darwen Family Information Service 10-12 Ainsworth St Blackburn Lancashire BB1 6AD fis@blackburn.gov.uk 01254 667877
<u>Local authority designated officer : (LADO)</u>	LADO@blackburn.gov.uk 01254 666488

<u>Blackburn with Darwen – Channel/Prevent Lead</u>	Leanne Romney – Community Safety Team Leanne.romney@blackburn.gov.uk 01254 585270
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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.
- 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 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 core principles are embedded within the school's safeguarding arrangements; it's safeguarding policies, procedures, and systems; and underpin the whole school approach to safeguarding at Al Islah Girls High School.

Legislative Framework

This policy has been developed in accordance with the legislation and guidance documentation from the DfE and the Blackburn with Darwen local authority model for schools and is also in accordance with and in line with the following:

Legislation	Guidance
Section 157 of the Education Act 2002	<u>Keeping Children Safe in Education September 2024</u>
Children Act 1989 and 2004	<u>Working Together to Safeguard Children 2018 (Updated September 2023)</u>
Education Act 2002 and 2011	<u>BwD Child Protection Procedures</u>
Female Genital Mutilation Act 2003	<u>The Prevent Duty Departmental advice for schools and childcare providers, DfE</u>

Equality Act 2010	<u>The Equality Act 2010 and Schools</u>
Safeguarding Vulnerable Groups 2006	<u>Safeguarding Vulnerable Groups Act 2006</u>
CONTEST Strategies and Lancashire Prevent contacts	<u>Preventing Violent Behaviour and Violent Extremism in Blackburn with Darwen</u>
Children and Young Persons Act 2008	<u>Criminal exploitation of children and vulnerable adults: county lines guidance – 2019</u>
Voyeurism (Offences Act) 2019	<u>Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2023</u>
General Data Protection Regulations (GDPR 2018)	<u>Supplementary Guidance for Schools and Education Settings September 2023</u>
The Education (Independent School Standards) Regulations 2019	<u>Ofsted-Inspecting safeguarding in education and skills settings (September 2019)</u>
School Staffing (England) Regulations 2009	<u>Relationships and Sex Education (RSE) and Health Education 2019</u>
	<u>Send Code of Practice 2014</u>
	<u>DfE Mental health and behaviour in schools 2014</u>
	<u>Guidance for safer working practice for those working with children and young people in education settings (May 2019) (Safer recruitment consortium)</u>
	<u>Ofsted Education Inspection Framework 2019</u>
	<u>DfE Child sexual exploitation: guide for practitioners 2017</u>
	<u>Dfe safeguarding-in-schools-colleges-and-other-providers and safeguarding-and-remote-education</u>
	<u>UKCIS Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People (December 2020)</u>
	<u>Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)</u>

The Board of Education, Senior Management Team and Staff at Al Islah Girls High School take seriously its responsibility to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are or may be suffering harm.

All staff are required to read part one at least of the latest Keeping Children Safe in Education (2024).

Additionally, staff must read the School Safeguarding Policy and Professional code of conduct.

Operation Encompass Safeguarding Statement

Our school is part of Operation Encompass.

Operation Encompass is a national police and education early intervention safeguarding partnership which supports children who experience Domestic Abuse.

Operation Encompass is in place in every police force in England and Wales, the Isle of Man, Jersey, Guernsey, Scotland, Northern Ireland and Gibraltar.

Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act.

Operation Encompass means that the police will share information with Al Islah Girls High School about **all** police attended Domestic Abuse incidents which involve any of our children PRIOR to the start of the next school day. The notification informs us about the context of the incident and includes the Voice of the Child.

Once a Key Adult (DSL) and their deputy/ies (DDSLs) have attended either an Operation Encompass briefing or have completed the free National Online Operation Encompass Key Adult training they will cascade the principles of Operation Encompass to all other staff. All staff are encouraged undertake the online training.

Our DSL undertook training in January 2024

Our DDSLs undertook training in January 2024

Our Safeguarding Governor(s) undertook training in March 2024.

Our parents are fully aware that we are an Operation Encompass school and we ensure that when a new child joins Al Islah the parents/carers are informed about Operation Encompass.

The Operation Encompass notification is stored in line with all other confidential safeguarding and child protection information.

The Key Adult/s have led training for all staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children.

As a school we have also discussed how we can support our children who are experiencing Domestic Abuse on a day-to-day basis and particularly following the Operation Encompass notification.

We have used the free Operation Encompass Handbooks to inform our thinking.

We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

The DSL will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

We have used the Operation Encompass Key Adult Responsibilities checklist to ensure that all appropriate actions have been taken by the school.

When the Head Teacher, DSL or DDSs leave the school and other staff are appointed, they will ensure that all Operation Encompass log in details are shared with the new Head Teacher /Key Adults and that the new member of staff will undertake the Operation Encompass online training.

Introduction

1. Al Islah Girls High School acknowledges its moral and statutory responsibility to safeguard and promote the welfare of all pupils. We strive to provide a secure and inclusive environment where children are treated with dignity and respect.
2. Safeguarding applies to all staff, governors, and volunteers.
3. Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools to have arrangements to safeguard and promote the welfare of children. In line with this requirement, Al Islah Girls High School has systems in place which are premeditated to:
 - Ensure unsuitable people are not working with or coming into contact with any child in the school
 - Ensuring the school is a safe environment, promotes safe practices and challenges unsafe practices
 - Ensuring the school identifies any student who is suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe both at home and at school

- Significant harm can be defined as ‘the ill-treatment or impairment of health and development of a child or young person’ where:
 - Development includes physical, intellectual, emotional, social or behavioural development
 - Health includes physical and mental health
 - ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.
 - Ensuring the school identifies any student who may be susceptible to messages of violence and radicalisation and takes appropriate action to ensure early intervention challenges extreme ideologies
 - Making sure the school contributes to effective partnership working between all those involved with providing services for pupils
4. In the safeguarding and child protection policy, there are three main parts:
- a. **Prevention** – this is a commitment to early help and identification of unmet needs and vulnerabilities and partnerships with agencies to promote the welfare of pupils and keep children safe
 - b. **Protection** – this ensures all staff and volunteers are trained to recognise and respond to abuse and neglect and are expected to be vigilant and act quickly when they suspect a child is suffering, or is likely to suffer, harm in line with the Safeguarding procedures
 - c. **Support** – which includes recognition of the sensitivity and complex nature of safeguarding and child protection, ensuring that pupils, staff, and families are supported appropriately.

Aims

1. The purpose of this policy is to ensure every child who is a pupil at our school is safe and protected from harm.
2. Safeguarding and promoting the welfare of children is everybody's responsibility.
3. This policy therefore applies to all school staff including supply and agency staff and volunteers and gives clear direction on how to safeguard children effectively.
4. This policy aims to give clear direction to all staff, governors, and parents about our moral and statutory responsibilities to safeguard and protect children.
5. Our school is committed to ensuring that those children who are at risk of, or experiencing significant harm or abuse, are supported and that swift and effective action is taken to ensure they are protected.

6. To ensure that all practices of a school and its stakeholders contribute towards the safeguarding and promoting of the welfare of all our young people – pupils' welfare is of paramount importance.
7. To detail the procedures to follow to ensure the safe recruitment of staff, governors, and volunteers to a school.
8. To outline the safe working practices that all staff, governors, and volunteers should undertake when working with young people at a school.
9. To communicate clear procedures for identifying, reporting, and recording suspected cases of abuse, extremism, and radicalisation.
10. Our school fully recognises the contribution it can make to safeguarding and protecting children from harm through prevention, support and protection.
11. This, and associated policies, will be reviewed annually (as a minimum) and updated if needed, so that they are kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.
12. This policy will be available publicly via the school website and paper copies can be provided upon request.

Terminology

1. **Safeguarding** is defined as, protecting children from maltreatment, preventing the impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and, taking action to enable all children to have the best outcomes.
2. **Child** and **children** refer to children and young people under the age of 18 years. However, the principles of the document apply to professional behaviours towards all pupils, including those over the age of 18 years. 'Child' should therefore be read to mean any pupil at the education establishment.
3. **Child In Need (CIN)** refers to a child who is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority (Children Act 1989).
4. **Allegation** is where it is alleged that a person who works with children 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 or, behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

5. **Children who are absent from education**, especially over an extended period of time, may be a crucial indicator of a number of safeguarding concerns, such as sexual abuse, neglect, and child exploitation for both criminal and sexual exploitation. When a student is absent from school, it is critical that the school takes action to help identify any abuse and reduce the likelihood that the child will miss school again. This covers not only the initial stages of problems but also situations in which children are already under the care of local authority children's social services and require the services of a social worker (e.g., on a child protection plan, as a looked-after child, or on a child in need), and in which the child's absence from school may exacerbate known safeguarding risks in the family or community.
6. **Child-on-child abuse** occurs when children abuse other children. As outlined in KCSIE part 5, this is most likely to include, but may not be limited to:
- a. **Bullying including cyberbullying**
 - b. **Physical abuse** – examples include hitting, kicking, biting, hair pulling or causing any other form of physical harm.
 - c. **Sexual violence** – examples include rape, assault by penetration or sexual assault
 - d. **Sexual harassment** – examples include making sexual remarks, comments, jokes, online sexual harassment.
 - e. **Upskirting** – this term refers to taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification (with or without their underwear), or cause the victim humiliation, distress, or alarm.
 - f. **Sexting**
 - g. **Hazing**
7. **Child Protection** is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (Children Act 1989).
8. **Child sexual exploitation (CSE) and child criminal exploitation (CCE)** are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement as to gain compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online (KCSIE 2024).
9. **Domestic abuse** - Any form of violent, threatening, controlling, or bullying behaviour between partners is considered domestic abuse. Witnessing domestic abuse is considered child abuse, and it can cause considerable harm to children and young adults. Domestic abuse:

- a. Can take place both inside and outside the home
 - b. Can take place online or over the phone
 - c. Can occur after a relationship has ended as well as during any relationship
 - d. Men or women can both be abusers or abused
10. **Early help** - Early help can be beneficial for any student, but school personnel should be especially aware of the possibility of a child who:
- a. Is disabled or has specific needs
 - b. Is SEN
 - c. Has a mental health need
 - d. Is a young carer
 - e. Is displaying indicators that they are drawn into antisocial or illegal activity, such as joining gangs and connecting with county lines or organised crime groups
 - f. Is showing signs of harmful sexual behaviours
 - g. Is frequently missing/goes missing from home
 - h. Is at risk of modern slavery, trafficking, sexual or criminal exploitation
 - i. Is at risk of being radicalised or exploited
 - j. Has a family member in prison, or is affected by parental offending
 - k. Is in a home situation where the child faces difficulties such as drug and alcohol abuse, adult mental health problems, and domestic violence
 - l. Is misusing drugs or alcohol themselves
 - m. Has returned home from care
 - n. Is at risk of honour-based abuse such as female genital mutilation (FGM) or forced marriage
 - o. Is a privately fostered child
 - p. Is persistently absent from education (KCSIE 2024)
11. **Female Genital Mutilation (FGM)** is a procedure involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse (KCSIE 2024).
12. **Low-level concern** is defined as any concern had about an adult's behaviour towards, or concerning, a child that does not meet the harms threshold, or is otherwise not serious enough to consider a referral at the time of its reporting. Low-level concerns refer to behaviour on the part of a staff member towards pupils that is considered inappropriate in line with statutory safeguarding advice.
13. **Extremism** is the outspoken or deliberate rejection of fundamental British values, such as individual liberty, democracy, the rule of law, and tolerance for and respect for other people's faiths.
14. **Non-violent extremism** is extremism, as defined above, which is not accompanied by violence
15. **Ideology** is defined as a set of beliefs (Prevent Strategy, Home Office, 2011).
16. **Perpetrator**: an individual who commits a dangerous, forbidden, or unethical act. Schools should take extreme caution when choosing language, particularly when speaking in front of youngsters. This is because abusive behaviour can sometimes have negative effects on the one who is using it. If mentioned above, schools and

institutions will decide how to utilise acceptable terminology on a case-by-case basis, if applicable.

17. **Parent** refers to birth parents and other adults who have legal responsibility for the child, for example stepparents, foster carers and adoptive parents or legal guardian(s).
18. **Mental health problems** - Many of our students may suffer from mental health issues. These include conduct disorders, self-harm, despair, and anxiety, and they are frequently a direct result of what is going on in their lives. These issues may also be signs that a kid has experienced abuse, neglect, or exploitation, or is at danger of experiencing such things. Staff members should respond right away if they have concerns about a child's mental health that also relate to safeguarding.
19. **Safeguarding and promoting the welfare of children** - For the purposes of this policy, protecting children from abuse, preventing harm to their physical and mental development, making sure they grow up in environments that support the provision of safe and effective care, and taking steps to ensure that every child has the best possible outcomes are all considered safeguarding and promoting the welfare of children. (KCSIE 2024).
20. **Staff and adults** refer to all those who work with pupils in an educational establishment, in either a paid or unpaid capacity. This would also include, for example, those who are not directly employed by the school or setting, e.g., local authority staff, governors, or trustees.

21. **Radicalisation** - The process via which someone supports terrorism and other extreme forms of extremism that lead to terrorism is known as "radicalisation." Children could be radicalised and exposed to extreme ideologies. Children should be protected from this risk as part of a school safeguarding strategy, just as they should be from other types of damage and abuse. (KCSIE 2024)
22. **Victim:** somebody injured because of a crime, mishap, or other occurrence. It's important to remember that not everyone who has experienced abuse views themselves as a victim or would choose to be labelled as such. In the end, while handling any situation, schools should be aware of this and ready to utilise whichever term the youngster feels most comfortable using.
23. **Terrorism** - According to the Terrorism Act 2000 (TACT 2000), terrorism is defined as an act that seriously interferes with or disrupts an electronic system; poses a threat of serious violence to an individual or groups of individuals; or causes serious damage to property. The use or threat must be intended to further a political, religious, or ideological cause and must be intended to intimidate the public or influence the government (Prevent Duty Guidance, Home Office, 2015, updated 2021).
24. **RAG** (Red-Amber-Green) ratings, also known as 'traffic lighting,' are used to summarise indicator values, where green denotes a 'favourable' value, red an 'unfavourable' value and amber a 'neutral' value.

The School's Commitment

- There is a responsibility to protect children on the part of everyone who interacts with children and their families. Because they may spot issues early and assist children in need, school personnel play a crucial role in keeping issues from getting worse.
- The school provides welcoming, safe, and supportive environments free from abuse, prejudice, and harm, enabling every child to realise their full potential. All employees and volunteers are expected to carry out their safeguarding duties with effectiveness and to understand that all children, especially those who are abused or at risk of it, thrive when they have strong relationships with trustworthy adults and have access to peer support, high self-esteem, and confidence.
- The school follows protocols to guarantee that kids receive adequate assistance, safety, and justice while also being vigilant for indicators of abuse, neglect, and radicalization.
- To enhance children's welfare and keep them safe, the school will collaborate with social services, law enforcement, health services, and other agencies (including channel coordinators and police practitioners, when applicable).

Role of the Governing Board

1. The governing board of the school will see to it that safety measures are implemented across the entire institution. This entails making sure child safety and safeguarding are top priorities and that, in the end, all systems, procedures, and policies function with the kid's best interests in mind. When deciding what to do and what services to offer in the event of a safeguarding concern, the school's governing body and administrators will make sure the child's preferences and feelings are considered. There should be mechanisms in place that allow kids to voice their opinions and provide feedback.
2. The headteacher's report will include a monthly update on safeguarding for the governing body's records and accountability.
3. The governing body is expected to:
 - a. Keep an eye on how the school is adhering to the safeguarding and child protection policy, and make sure that all staff members, including volunteers and temporary employees, have received and read it at their induction.
 - b. Ensure all staff read Part 1 and Part 5 of KCSIE 2024
 - c. Have a lead member on the governing body who is responsible for child protection and safeguarding, and who communicates with the headteacher and the designated safeguarding lead (DSL) on these issues.
 - d. Make sure the school complies with the statutory guidelines for inter-agency working (Working together to safeguard children, DfE, 2018). These guidelines include enabling the local authority to perform a section 17 or section 47 assessment, contributing to inter-agency plans to provide additional support to

children subject to child protection plans, and offering a coordinated offer of early help when additional needs are identified.

- e. Acknowledge the importance of professionals and local agencies exchanging information.
- f. Guarantee that pertinent employees are aware of the applicable data protection principles, which permit them to share (and withhold) personal data in accordance with the guidelines set forth in the Data Protection Act 2018 (DPA 2018).
- g. Ensure that, as part of the interagency safeguarding procedures established by the Safeguarding Partners, school systems and procedures consider the policies and practices of the local authority.
- h. Confirm that the school follows safer recruitment practices and that it complies with its legal obligation to make sure that all employees and volunteers are subjected to the necessary background checks.
- i. Ensure that the school complies with locally agreed advice and KCSIE 2024 and has clear procedures in place for handling complaints of abuse against staff and volunteers.
- j. Ensure that the school complies with locally agreed advice and KCSIE 2024 and has clear procedures in place for handling low-level concerns brought up against staff and volunteers.
- k. Make sure that the Staff Code of Conduct is respected and given to all employees, including temporary staff
- l. Make sure that the school appoints a senior leader or leaders (Designated Safeguarding Lead) who will be in charge of handling child protection issues. This person will assist staff in carrying out their safeguarding responsibilities and maintain close communication with other services like children's social care and, if necessary, channel coordinators/police practitioners.
- m. Ensure that the school's Designated Safeguarding Lead participate in ongoing training provided by pertinent organisations, such as local Safeguarding Partners.
- n. Appoint a senior leader in the school to oversee the academic progress of children under the local authority's care, and make sure this individual has received the necessary training.
- o. Ensure the school, in the exercise of its function, fulfils its duty to have “due regard to the need to prevent people from being drawn into terrorism”
- p. Guarantee that the assigned safeguarding lead obtains ongoing training from relevant organisations concerning the Prevent agenda and improving awareness and vigilance to reduce extremism and shield susceptible individuals from radicalisation.
- q. Make sure that, if a person involved in regulated activity is fired or removed for safeguarding reasons, or would have been had they not resigned, there are procedures in place to refer the matter to the Disclosure and Barring Service (This is a legal duty and failure to refer when the criteria is met is a criminal offence).

- r. Ensure that all employees complete annual safeguarding training on child protection problems, regular updates on child protection issues, and introduction training.
- s. Ensuring that staff members receive training on child safety concerns to ensure they have the abilities, know-how, and comprehension required to keep children under their care safe.
- t. Ensure appropriate safeguarding procedures and responses are in place for children who are absent from education
- u. Ensure there are procedures in place to handle allegations against other children
- v. Ensure there is a clear accountability for the commissioning and/or provision of the services designed to safeguard and promote the welfare of children
- w. Ensure school staff fulfil their statutory duty to report to the police any discovery that female genital mutilation appears to have been carried out on a girl under 18
- x. Make sure the organisation providing the services or activities has the necessary policies and procedures in place for protecting children and ensuring their welfare, and that they communicate with the school as needed on these issues.
- y. As part of offering a comprehensive and well-rounded curriculum, make sure it considers the ways in which children may be educated about safeguarding, including online, through teaching and learning opportunities. This could involve discussing pertinent topics in relationship, sex, and health education (RSHE) or personal, social, and health education (PSHE).
- z. Ensure the school has appropriate filters and monitoring in place to ensure children are safeguarded from potentially harmful and inappropriate online material
- aa. Ensure all systems within school have the child's best interest at heart.

Role of the Headteacher

1. The headteacher is expected to:

- a. Make sure that the Safeguarding and Child Protection policy and procedures are implemented and followed by all staff
- b. Make sure the Designated Safeguarding Lead(s) has enough time, money, training, resources, and assistance to help and advice other staff members on child welfare and protection issues, participate in interagency meetings and strategy discussions and/or assist other staff members in doing so, and help with child assessments.
- c. Choose a designated teacher who will oversee helping looked-after children (LAC) achieve academic success. This teacher will be expected to complete the necessary training.
- d. Ensure all staff receive induction training, regular updates on child protection issues and annual safeguarding training on child protection issues

- e. Act as the case manager who will liaise with the local authority designated officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer
- f. Ensure that employees feel empowered to voice concerns about unsafe or subpar practices, and that these issues are addressed with tact and in compliance with the protocols for whistleblowing procedures.
- g. Ensure that all staff feel able to raise concerns relating to the behaviours or actions of staff members or volunteers and ensure there is a process for staff to follow to raise such concerns
- h. Ensure that a recording mechanism has been agreed upon to track staff claims.
- i. Ensure that pupils' safety and welfare is addressed through the curriculum
- j. Ascertain that the necessary measures are implemented to guarantee that personnel meet their legal obligation to notify law enforcement authorities of any information indicating that female genital mutilation appears to have been performed on a minor.
- k. Ensure the school has arrangements in place to fulfil its duty to have 'due regard to the need to prevent people from being drawn into terrorism'
- l. Ensure the school has arrangements in place to monitor and respond to children who are absent from education
- m. Make that the school completes the Section 57/175 Audit in coordination with the Safeguarding Partners, if relevant.
- n. Ensure the school fulfils its responsibility to complete a Prevent risk assessment
- o. Ensure the school Single Central Record is regularly reviewed

Role of the Designated Safeguarding Lead

1. The senior leadership team should include the Designated Safeguarding Lead, whose duties will be outlined in their job description.
2. All safeguarding concerns, suspicions and disclosures are reported to the school's designated safeguarding lead for safeguarding and child protection.
3. The designated safeguarding lead will:
 - a. possess a basic understanding of how the local authority runs child protection case and review conferences and be able to participate in them with effectiveness when called upon.
 - b. Ensure each member of staff has access to and understands the Safeguarding and Child Protection policy and procedures and has read at least Part 1 of KCSIE 2024
 - c. Ensure all staff receive induction training, regular updates on child protection issues and annual safeguarding training on child protection issues
 - d. Be alert to the specific requirements of children in need, those with special educational needs and or disabilities, young carers, and any other vulnerable groups

- e. keep detailed, accurate, secure records of concerns and referrals
 - f. Promote a culture where all staff members listen to kids and consider their needs and preferences when implementing any safety precautions, the school may implement.
 - g. work with the school in the annual review of the Safeguarding and Child Protection policy and procedures
 - h. Ensure the Safeguarding and Child Protection Policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school in this.
 - i. Complete the local authority 157/175 Audit, if applicable
 - j. Complete an annual Prevent risk assessment
 - k. Liaise with relevant external organisations to guarantee that personnel are trained on the Prevent agenda, how to spot extremism and prevent radicalization, and how to provide assistance for them.
 - l. Understand the Channel Panel referral system
 - m. Keep a record of staff attendance at safeguarding and child protection training
 - n. Consider whether it is appropriate to share any information with the new school or college in advance of a pupil leaving, in addition to the child protection file. KCSIE 2024 gives the example of information that would allow the new school or college to continue supporting a victim of abuse and have the appropriate support in place for the pupil's arrival
 - o. Where children leave the school, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt is obtained
 - p. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
 - q. Take the lead with early help support where appropriate (KCSIE 2024)
 - r. Make sure school personnel are informed of their legal obligation to notify the police of any findings indicating a girl under the age of eighteen may have undergone female genital mutilation.
 - s. Where applicable, ensure that the school has suitably trained key adults in order to fulfil its obligations under Operation Encompass
 - t. Where applicable, ensure that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website
4. When managing referrals, the designated safeguarding lead will:
- a. Refer all cases of suspected abuse to the local authority children's social care team and:
 - i. The local authority designated officer (LADO) for child protection concerns for all cases which concern a staff member
 - ii. Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)

- b. Use the NPCC guidance for when to call the police
 - c. Communicate with the head teacher about matters, particularly ongoing police investigations and section 47 of the Children Act 1989 inquiries.
 - d. Serve as a resource for staff members seeking assistance, counsel, and knowledge on safety and safeguarding issues, as well as when determining whether to report someone by coordinating with the appropriate agencies.
5. The school will appoint and train a minimum of one deputy designated safeguarding lead who will adhere to the same standards as the designated safeguarding lead. Nonetheless, lead duty will rest with the designated safeguarding lead.
 6. Staff members can always talk to the designated safeguarding lead or deputy designated safeguarding lead during school hours about safeguarding issues throughout term time. Also, appropriate coverage for after-hours and non-term activities will be implemented.

Role of Staff Members

1. It is the duty of every employee to create and preserve a secure learning environment for students.
2. Ensuring a robust culture of safeguarding entails all personnel, encompassing their duties within and beyond the school, on and off the internet.
3. It is the duty of all personnel to recognise children who could benefit from early intervention, who are experiencing or are likely to experience serious damage, or who exhibit extremist ideas and are therefore susceptible to radicalization. They also have an obligation to take appropriate action, collaborating with other agencies when necessary.
4. All staff are expected to:
 - a. Read Part 1 and Part 5 of the DfE guidance document (KCSIE 2024)
 - b. Understand the procedures in place at the school to assist safeguarding (such as the Staff Code of Conduct, the Safeguarding and Child Protection Policy, the identification and responsibilities of the designated Safeguarding Lead, and how to report concerns related to safeguarding).
 - c. Be aware of the early help process and understand their role in it, including liaising with the designated safeguarding lead, sharing information and in some cases acting as the lead professional.
 - d. The following indicators help staff recognise the potential need for early help:
 - i. The child is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - ii. The child is at risk of modern slavery, trafficking or exploitation
 - iii. The child is showing early signs of abuse and/or neglect
 - iv. The child is at risk of being radicalised or exploited
 - v. The child is a privately fostered child

- e. Be mindful that kids might not feel prepared or know how to report that they are being mistreated, abused, or neglected, or they might not realise that what they are going through is damaging.
- f. Understand the procedure for submitting a referral to children's social care, the role they could be expected to play in such evaluations, and any statutory assessments that may come after a referral.
- g. Be familiar with, and implement, safe working practices outlined in this policy and other school procedures
- h. Be familiar with and alert to the key indicators of abuse, neglect, and vulnerability to radicalisation
- i. Ensure that they take all reasonable steps to minimise the risk of harm to young people at the school and home
- j. Ensure they take all reasonable steps to challenge extremist ideologies
- k. Foster an environment of support so that pupils can voice their concerns
- l. Involve the appropriate member(s) of staff when a child informs them that he/she is being abused (KCSIE 2024)
- m. Report any abuse, suspected abuse, or concerns regarding extremism/radicalisation to the designated safeguarding lead(s) immediately and, where required, support social workers to take decisions about individual children
- n. Report any concerns regarding the behaviour of an adult working at the school to the headteacher; and if the concern is regarding the headteacher, then report this to the governing body
- o. Undertake annual safeguarding and child protection and Prevent training
- p. Promote fundamental British values (democracy, the rule of law, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs)
- q. Work with the Designated Safeguarding Lead to report to the police any discovery that female genital mutilation appears to have been carried out on a girl under 18
- r. Share any concerns with the designated safeguarding lead relating to possible indicators that a child may be vulnerable to female genital mutilation
- s. Be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:
 - i. **Bullying including cyberbullying**
 - ii. **Physical abuse** – examples include hitting, kicking, biting, hair pulling or causing any other form of physical harm.
 - iii. **Sexual violence** – examples include rape, assault by penetration or sexual assault
 - iv. **Sexual harassment** – examples include making sexual remarks, comments, jokes, online sexual harassment.
 - v. **Upskirting** – this term refers to taking a picture under a person's clothing without them knowing, with the intention of viewing their

genitals or buttocks to obtain sexual gratification (with or without their underwear), or cause the victim humiliation, distress, or alarm.

vi. **Sexting**

vii. **Hazing**

- t. Be clear as to the school's policy and procedures with regards to child-on-child abuse (KCSIE 2024)

Confidentiality in AIGHS

1. All staff are expected to:
 - a. Make sure that any information they obtain on students is handled discreetly and privately.
 - b. If they are unsure about disclosing information they own or that has been asked of them, they should consult a senior member of staff.
 - c. Be cautious about passing information to others about a pupil

How to help students become more resilient and aware of their surroundings

1. The school acknowledges that all students, but particularly those who are at risk of or are experiencing abuse, benefit from having strong relationships with trustworthy adults, self-esteem, confidence, and friends who are there to support them.
2. Therefore, the school will:
 - a. Create and uphold a climate in which students feel safe, are encouraged to speak, and are given attention.
 - b. Ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty
 - c. Ensure pupils are aware of the Safeguarding and Child Protection policy and the Designated Safeguarding Lead(s)
 - d. Provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental, and physical development of young people
 - e. Include in the curriculum opportunities and activities for RHE/RSHE) that will help students develop realistic attitudes towards the responsibilities of adult life, particularly with regard to childcare and parenting skills, and that will give them the skills they need to stay safe from abuse (such as recognising and managing risk, resisting pressures, and maintaining healthy relationships).
 - f. Provide opportunity for teens to learn right from wrong, interact with and respect the opinions of others, recognise their own and others' similarities and differences, and confront prejudice and bad attitudes.
 - g. Promote community cohesion through partnership work and community service activities

- h. Ensure the school has appropriate online filters and monitoring systems in place
- i. Develop and deliver a curriculum to safeguard children online, all staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and children are at risk of abuse online as well as in day-to-day life which will in many cases take place concurrently via online channels and in daily life
- j. Implement systems to ensure children are safe from terrorist and extremist material when accessing the internet in school, including establishing appropriate levels of filtering
- k. Embed the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different beliefs in the school curriculum and all activities in and out of school
- l. Ensure that, wherever possible, every effort is made to establish effective working relationships with parents and colleagues from other agencies
- m. Establish plans for student council consultations and listening sessions, as well as suggestion boxes and displays, to guarantee that kids and teens have safe places to talk about touchy subjects like terrorism and extremist ideas.

Safeguarding Information for Parents

1. The school will make sure that the safeguarding and child protection policy is accessible to the public on the school website and that parents are informed about the possibility of referrals regarding suspected abuse, neglect, or radicalization vulnerability, as well as the school's part in this process.
2. Parents will be expected to support the school's ethos and the Safeguarding and Child Protection policy by demonstrating mutual respect and tolerance for all, promoting fundamental British values and rejecting all forms of discrimination and extremism.

Emergency Contacts for Pupils

1. Wherever possible, the school will hold more than one emergency contact number for their pupils. This goes beyond the legal minimum and is good practice to give the school additional options to contact a responsible adult when a child who is absent from education is also identified as a welfare and/or safeguarding concern (KCSIE 2024).
2. For children who are looked after, emergency contacts must include the head teacher and their social worker.

Safer Recruitment

The KCSIE 2024 (Part 3) guidelines, which emphasise that "schools and colleges must create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject, or identify people who might abuse children," will be followed by the school.

The school has a robust process and policy for recruitment and selection which highlights its commitment to safer recruitment and the Childcare (Disqualification) Regulations 2009 and Childcare Act 2006.

Induction of New Staff

1. During their first day, all new employees will be introduced to the school's safeguarding and child protection policy and have their training needs for child protection assessed.
2. The school's Induction Policy outlines the procedures for the induction of new staff.
3. Complete induction will be provided to new employees so they can help protect and advance the welfare of pupils.
4. Induction includes ensuring new staff are:
 - a. Aware of school systems and structures for supporting the wellbeing of pupils (including online safety)
 - b. Provided with adequate training on safeguarding issues and policy including Safeguarding and Child Protection policy, Staff Code of Conduct, Behaviour policy, Social Media policy and the school's safeguarding response for children who are absent from education (KCSIE 2024)
 - c. Introduced to the designated safeguarding leads
 - d. Made aware of the process for reporting concerns
 - e. Made aware of the early help process
5. All staff will sign to confirm they have received these documents and will adhere to the protocols set out.

Safeguarding Training

1. The Designated Safeguarding Lead will be expected to refresh their DSL training every two years. This will focus on identifying abuse, local reporting arrangements and disseminating training to school staff.
2. Every employee will regularly take part in safeguarding training, and the school will make sure that all staff members are informed of any developments pertaining to child safety and safeguarding. The school will train all new hires at their induction and all current employees at least once a year (as outlined in the preceding section). Safe working practices and the recognition and reporting of abuse and neglect will be the main topics of this course. Employees will be counselled to continue adopting the mindset that "it could happen here" when it comes to safety.
3. Awareness of Prevent should include:
 - a. An awareness and understanding of the Prevent agenda and their role within it
 - b. The capacity to identify potentially vulnerable people who could be open to violent and radicalising communications using professional judgement and already-existing competence
 - c. The confidence to use a common sense-based response

- d. The designated safeguarding lead will also be encouraged to undertake the Channel general awareness online training module as a supplementary source of support
4. Staff and volunteers will get copies of the school's safeguarding response for children who are absent from school, the staff code of conduct, the social media policy, the behaviour policy, and the safeguarding and child protection policy as part of the safeguarding training (KCSIE 2024). Each employee will sign a paper attesting to their receipt of them and their commitment to following the established standards.
5. All governors will receive appropriate child protection and safeguarding training that is updated regularly.
6. Accountability boards should also have regard to the Teachers' Standards, which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils, including those with mental health needs.
7. Staff members who are suitable will receive training on safer recruitment practices. They will be able to take the lead in hiring employees as a result.

Using IT in AIGHS

1. The school will ensure that when pupils or staff have access to IT facilities:
 - a. Security software is installed on all IT devices and the network to filter inappropriate internet sites
 - b. Security software prevents access to social networking sites
 - c. Anti-viral software is installed on all devices and the network and renewed as required
 - d. Security software is used to monitor the use of IT, including the internet, in order to provide efficient protection both within and outside of school.
 - e. Network access points are situated in a secure location that is sufficiently watched over to thwart illegal access and physical manipulation.
 - f. Wireless access points are secured using administrative passwords
2. In using IT (laptops), all staff are expected to report indecent images found on a computer to a senior leader as soon as possible.
3. The DfE's criteria for filtering and monitoring will be followed by the school.

Online Risks

Technology use is now a major factor in many security-related concerns. Technology frequently provides the platform that allows harm, including sexual predation, radicalization, and child sexual exploitation. A school that takes an effective approach to online safety can safeguard and instruct the entire school or community in the responsible use of technology, as well as set up procedures to recognise, address, and escalate any issue as needed.

The school will carry out an annual online safety review to ensure the curriculum and supportive interventions reflect the risks associated with the presentation online of the pupil's face.

What is Online Abuse?

1. Any form of abuse that takes place online is referred to as online abuse. Any web-connected device, including PCs, tablets, and smartphones, is susceptible to it. It can also occur anywhere on the internet, such as:
 - a. Social media
 - b. Text messages and messaging apps
 - c. Emails
 - d. Online chats
 - e. Online gaming
 - f. Live-streaming sites
2. Online abuse of children can come from both strangers and individuals they know. It could be a component of other forms of abuse that occur offline, such as grooming or bullying. Alternately, the abuse might just occur online.

Signs of online abuse

1. A child or young person experiencing abuse online might:
 - a. Seem distant, upset, or angry after using the internet or texting
 - b. Have lots of new phone numbers, texts or email addresses on their mobile phone, laptop, or tablet
 - c. Be secretive about who they're talking to and what they're doing online or on their mobile phone
 - d. Spend a lot more or a lot less time than usual online, texting, gaming, or using social media
2. Some of the signs of online abuse are similar to other abuse types:
 - a. Sexual abuse
 - b. Child sexual exploitation
 - c. Grooming
 - d. Cyberbullying

Use of Mobile Phones and Cameras

To document their accomplishments for developmental records, children have their photos taken because taking pictures to document accomplishments for developmental records is legal and falls under the purview of public tasks under the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act of 2018, schools are exempt from obtaining consent in this regard.

In compliance with the UK GDPR and the Data Protection Act of 2018, schools are required to get parental approval before using video recorders and taking pictures for specific types of processing.

Parents will be required to sign a consent form upon admission if they would like their child's images or videos shot on school property to be used for promotional reasons, including on school websites, social media pages, and media stories. Up to the age of 13, parental consent is obtained; beyond that, in accordance with data protection guidelines, the child's consent is requested. The consent will be enforceable for the duration of the child's academic career, barring any changes in the child's circumstances (such as a change in parental responsibility). If the child's circumstances alter, more consent papers must be filled out. Images and videos can be used for as long as four years after they are taken or recorded, provided that permission is obtained. This excludes all other organisations, and prior to taking any pictures of children, separate consent will be obtained from each group in question.

The Designated Safeguarding Lead will consult with the child's social worker, carer, or adoptive parents for any looked-after (LAC) or adopted children to determine if consent has to be obtained. The question of whether identifying a LAC student or adoptive children might jeopardise their security will be taken into consideration.

Any children for whom concerns have been expressed about child protection will be taken into consideration. More care will be taken to protect the identity of any children whose designated safeguarding lead feels that taking pictures or films of them will jeopardise their safety.

The following are actions that the Designated Safeguarding Lead may decide to take in relation to LAC, adoptive children, or children for whom there are concerns about their safety:

- Photographs and videos can be taken as per usual procedures
- Photographs and videos can be taken for educational purposes and official school used but cannot be published online or in external media
- No photographs and videos can be taken at any time or for any purpose

It is forbidden for employees and volunteers to capture or record pictures of youngsters using their own smartphones or cameras. During class periods, students are not allowed to snap or record any pictures of children using their own smartphones or cameras.

Unless on an authorised school trip, the school's digital camera(s) or memory cards cannot be taken outside of the building. Staff members will print or upload photos in the designated area, and afterward, the photos will be instantly deleted from the camera's memory. It is recognised that images may frequently have children in the background.

While it is acknowledged that other children may occasionally appear in background photos or videos, advice should be sought from the designated safeguarding lead when it comes to photos or videos featuring LAC, adopted children, and children for whom there are unresolved child protection issues.

Cameras and mobile phones are prohibited in all toilet areas.

What is Doxing?

Doxing is the slang term for hacking and publishing other people's private information online. Sometimes this is a mistake, but normally it is done with malicious intent. Typically, the information obtained by a 'doxer' will be anything that your online digital footprint has left behind on the web. This is generally your name, address, phone numbers, photographs, email addresses, social networking accounts, passwords and credit details. However, this is just the start and some doxers will steal and obtain as much information about your life as they can. This can include information on your family, friends and associates.

Why do they do it?

There are several reasons for doxing. Mainly it is to punish, publicly shame, harass, take revenge or coerce a person into doing something they don't want to. Doxing can also take place for criminal purposes such as identity theft or extortion. Many of the recent high-profile cases have come about because the victim has publicly spoken or written about a specific contentious topic, or they hold a controversial belief. Doxing has become a way of publicly shaming high-profile figures and celebrities. The results can lead to vigilantism, with the victim being subject to both online and offline harassment. Examples of doxing include:

- being falsely accused of wrongdoing e.g. a suspect in a crime. This may include being accused of sexual offences of children, which can often lead to a vigilante mindset in a community and have tragic consequences.
- falsely accused of being a member of a prohibited organisation or accused of having extreme ideology.
- having your beliefs and personal details being published to a target audience, who may share opposing views e.g. your pro-hunting opinions being shared with anti-hunt campaigners, or your support for the right of women to have a termination, being supplied to anti-abortion campaigners.
- publishing details of your employment (and name and address), if your job is perceived by some to be contentious or controversial e.g. scientist/technician with a pharmaceutical company connected to animal testing. Parking enforcement officers, police officers, lawyers and journalists are just some professions that are not particularly liked.

These are fairly extreme examples, but it might just be a case of:

- publishing private photographs of victims on social media sites. There are many examples of women (and men) having nude or sexualised images stolen and posted online. Once on the internet your private and intimate moments will be there for all to see with little prospect of ever having them permanently erased. At 'best' this will inevitably invite online sexual harassment, but if they publish an address, then they potentially leave the victim at the mercy of physical harassment or stalking. This won't be from the doxer, for they have done their 'job' and will have left the victim at the mercy of those strange people in society you would never dream of engaging with.
- harassment through fake signups may include: having pizzas delivered at your house every night, that you never ordered; receiving copious amounts of junk mail landing on your door mat; or numerous emails in your inbox confirming your membership of organisations you would never dream of belonging to.
- discrediting your business, either because you have a disgruntled customer or by a rival.

Who are the victims?

Doxing is not just reserved for celebrity. It can affect **anybody** and even organisations can become victims. Becoming a target depends on the motivation and aims of the doxer. Making it easy to hack your personal information heightens your chances of becoming a victim.

How it can impact on the victim

The impact on victims will vary. It is wholly dependent on how malicious the doxer is, what information they obtain and what they go on to publish about the victim. It might cause some victims embarrassment or be seen as a minor irritation, whereas in others it may have a significant effect on their emotional wellbeing. Being publicly shamed can lead to job loss, potential issues when seeking future employment, or having to move home. Doxing is fundamentally cyberbullying which can lead to a variety of mental health issues e.g. anxiety, low self-esteem, depression, self-harm or suicidal behaviour.

At the extreme end of the scale it has led to fatalities. In the US, doxing' is often linked to 'Swatting', a form of harassment where someone makes a hoax call to the emergency services, claiming that the innocent victim requires an emergency response to their address. Often this involves falsely telling the police that the victim has a bomb or there is an armed hostage situation at the address. The term swatting is coined from the deployment of police SWAT (Special Weapons and Tactics) units. Whilst most hoax calls made to UK emergency services don't generally involve doxing, if it happens in the US, it can happen here. Imagine the pizza scenario we described above, but instead of a Dominoes driver standing at your front door, you find multiple police officers kicking your door down, responding to a false call of domestic abuse at your home. The doxer may not even know you, but some get their kicks from making these types prank and mischievous calls.

How does doxing work?

Doxers start with minimal clues and then begin to unpick their victim's online life. Typically, they might start with your email and hack your social media profiles, which for many hold a vast amount of personal information. Even if they don't hack your account, most people leave a large amount of information accessible to public view. A basic search on the web will yield enough results to get them started – name, relationship status, photo's, employment status, location of work, area you live in, photos, phone number. These initial clues will allow the doxer to begin building your profile, piecing together your life like a jigsaw puzzle. Some simple methods of beginning to unravel your profile include looking at your:

- name – it may sound obvious, but your full name provides them with a springboard to access your information. If you have exposed your date of birth publicly then it's a bonus point. However, it takes little to establish your birthday. Recently Barclays produced a tv ad around identity fraud. In the advert they showed a social media shot of a person celebrating their birthday. The photo was posted on the date of the person's birthday and behind them was a balloon with something like 'Happy 30th'.
- email – even if you use a nickname on your social media accounts, you may well have used your name in your personal email address
e.g. jim.brown@googlemail.com, particularly if you also use it for business purposes. Email addresses may also identify where you work e.g. John.Smith@safeguardinghub.com. If you used your personal email to register for social media sites then a doxer will use various search techniques linked to networking sites to identify your account. Without revealing the link here, it takes seconds to identify the right person on Facebook by simply replacing part of the link with the name of the victim. Obtaining your email address is also a gateway for a hacker to break down your passwords and also access your contacts.
- contacts – once they have your contacts then they can start looking at what information your friends, relatives and associates have about you.
- photographs – hacking your media or email accounts means the doxer now has access to your media files. The next step will be to extract the data from the EXIF (Exchangeable Image File format), which will undoubtedly identify when and where your photos were taken. Most people take photos at home and it isn't hard to establish that a cluster of photos were taken in the vicinity of where you live.
- GPS – not that they need photographs, because you probably have your GPS enabled smartphone's geotagging service turned on, so you can tag yourself into a specific place. If you do, then it will take a doxer seconds to access your location history through your account settings. The doxer now knows where you live, where you go and your favourite places.

Techniques will vary depending on the skills of the doxer. Other very basic methods may involve identifying your address through postcodes or the electoral role, if you haven't asked for your name and address to be excluded from the 'open register'. They may also use people finding sites such as 192.com which may provide them with your age, address and telephone number. More advanced doxers can use IP addresses or a

hacking method known as 'packet sniffing' whereby the doxer will use a special program or hardware to intercept your internet data.

What can I do to protect myself?

By now you are probably thinking what's the point if it is that easy for someone to get all my information. What can I possibly do to protect myself, if all they need is my name to get started. It's a fair point and surely the whole point of social media is that you share what is happening in your lives with those closest to you. There is no point in have a social media account if you aren't going to put photos, memories and current information about yourself, online. Also, if we are realistic, then the chances of being doxed are minimal, given the huge proportion of the planet which have an online presence. This article does not suggest you remove yourself from the internet completely, it is simply to spread awareness of what may happen, and to provide some tips on how to tighten up your online presence:

Tips

- data – check what information about you, is already out there online. Start by carrying out a Google search of your name. You might not be there at all, but if you are, then are you happy with the content. How much is personal, and does it need to be there? If you are not happy, then take steps to have it removed. Start by deleting any unused accounts, remove yourself from old forums and messaging boards etc. Removing content from search engines can be difficult, but in the EU the 'right to be forgotten' has been made easier following GDPR. There are also plenty of tools and articles online which will show you how to tackle individual sites and engines, and some that provide tips on how to 'bury' the content you are not able to erase. There are also companies that for a fee will do this for you, such as **DeleteMe**
- internet activity – ensure that you regularly delete your internet activity. For Google you can do this in the 'My Activity'. Depending on the device you use, you won't just find your internet searches recorded, but pretty much everything else e.g. timelines of your app usage, routes taken using Google maps, use of messaging services and email. They all contain links back to that specific
- app permissions and privacy settings – ensure that you check all the app permissions on your smartphone/tablet. Tighten up your privacy settings and think about what is public. Make posts and images visible only to your friends.
- people finding sites – ensure you remove your information from websites like 192.com or UKphonebook.com. Many of these will show old addresses, current address, date of birth, email phone number, and can be accessed for a small fee. UKphonebook.com also provides consumer data information, Land Registry and Companies House. You can ask for your data to be removed and this usually takes the form of submitting an online form.
- logins – many websites will offer you the convenient function of signing in through Google and Facebook. Never use this method and always enter through the sites own login. It's not as convenient but it will allow you to manage the data you tell the website. Using the Facebook or Google buttons will automatically give the site access to the data contained in your Google or Facebook account.

- passwords – make sure your passwords are strong and secure. A strong password is one that is long, normally with 10 plus characters and involves a combination of letters, numbers, symbols and upper/lower case. Make them unique and use a different password for each account, ensuring you change them regularly, at least every 90 days. Don't use the facility that enables you to store or remember passwords on your phone/tablet/computer.
- email – keep a personal email account for yourself and close friends. Create a separate email to register on forums and websites. Many forums have poor security measures and are easy to hack.
- phone numbers – don't put your number online, unless it is an absolute requirement. Have a look and remove it from sites and databases where it is not necessary.
- contacts – every now and then, review your contacts and remove anyone you no longer need to be friends with, including the ones where you wonder why on earth you added them as friends in the first place.
- finally – be wise around what you put online. Think about what potentially might come back to haunt you before you sign up, post and share.

Is doxing illegal?

Dependent on the circumstances, doxing may constitute an offence under a number of UK laws. It can amount to harassment, malicious communications, computer misuse offences, data protection. It may also include blackmail and assault occasioning actual bodily harm, if the consequences cause "psychological harm that involves more than mere emotions such as fear, distress or panic".

Extended school and off-site arrangements.

1. If other organisations provide services or activities on our site, the school will check that they have appropriate procedures in place, including safer recruitment procedures.
2. The school will verify that appropriate safeguarding and child safety measures are in place before allowing pupils to participate in off-campus activities. Managed moves and alternate provision are examples of this.
3. To make sure pupils aren't exposed to offensive political or contentious messages or activities, all organisations will undergo vetting.

Recognising abuse in AIGHS

One type of child maltreatment is abuse. A child may be abused or neglected if someone hurts them or does nothing to stop them from getting hurt. A child may be mistreated by people they know in a familial, community, or institutional context; abuse by strangers occurs less frequently. They might be mistreated by one or more adults, or by a different youngster or children.

The forms of abuse are many. Neglect, abuse, and safeguarding concerns are seldom isolated incidents that fit neatly into a single category or term. It's critical to recognise warning signs of abuse and neglect early on. Staff members are required to consult the designated safeguarding lead whenever they have any questions.

The categories of abuse under which a child can be registered are:

Neglect

Neglect is 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment or faltering growth. It may also include neglect of, or unresponsiveness to a child's basic emotional needs and an absence of boundaries. Frequent lateness or non-attendance are also signs of neglect. **(Symptoms in Appendix 1)**

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described by the term Munchausen's Syndrome by proxy. **(Symptoms in Appendix 1)**

Sexual Abuse

Sexual abuse 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 penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways, this includes activities or materials on-line. **(Symptoms in Appendix 1)**

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child, though it may occur alone. **(Symptoms in Appendix 1)**

Organised Abuse

Organised or multiple abuse may be defined as abuse involving one or more abusers and a number of related or non-related abused children and young people. The abusers

concerned may be acting in concert to abuse children, sometimes acting in isolation, or may be using an institutional framework or position of authority to recruit children for abuse.

Organised and multiple abuse occur both as part of a network of abuse across a family or community, and within institutions such as residential homes or schools.

Other forms of abuse

There are other safeguarding issues we need to be aware of and know the symptom's of so we can take the necessary action following our safeguarding reporting procedures, this is not limited to the following and further training regarding these is provided through online and annual refresher INSETs:

- Bullying (Includes Cyber Bullying)
- Female genital mutilation
- Forced marriages
- Preventing radicalisation
- Child sexual exploitation (CSE)
- Fabricated or induced illness
- Domestic violence
- Drugs and gang violence
- Peer on peer abuse
- Sexting (Youth produced sexual imagery)
- Sexual violence and sexual harassment
- Teenage relationship abuse
- Gender based violence
- Faith abuse
- Private fostering and mental health
- Trafficking
- Hate
- Missing children and adult strategy
- Children absent and missing education
- Child missing from education or care
- Children with family members in prison
- So called 'Honour based violence (HBV)
- Upskirting
- Serious youth violence
- Child criminal exploitation (CCE), child sexual exploitation and county lines

All staff need to be aware that in most cases safeguarding issues are rarely standalone events that can be covered in one definition or label, in most cases multiple issues will overlap with one another. Behaviours linked to the likes of drug taking, alcohol abuse, truancy and texting all put children in danger, safeguarding issues can manifest themselves via peer-on-peer abuse including cyber bullying, gender based violence/sexual assaults and sexting. Some of these are detailed in the policy below for your convenience while others will be covered more in depth during the training that all staff **MUST** undergo which will be arranged by the DSL.

Recognising Extremism and Radicalisation

Schools are required to have "due regard to the need to prevent people from being drawn into terrorism" under Section 26 of the Counter-Terrorism and Security Act of 2015. "Having due regard" refers to the idea that schools should weigh the necessity to keep people from being involved in terrorism in proportion to all other reasons pertinent to their daily operations. Being attracted into terrorism involves not just violent extremism but also nonviolent extremism,

which can propagate ideas that terrorists use to spread their message and foster an environment that is favourable to terrorism.

Examples of potential markers for determining a person's susceptibility to being recruited into terrorism are given in the guidance that follows. There is no one-size-fits-all profile for vulnerability, and there are numerous ways in which it can show up. The Home Office guidelines "Channel: Vulnerability assessment framework" (2012) and "Channel: Protecting vulnerable people from being drawn into terrorism" (2015) are referenced in this advice.

Engagement in Joining an Extremist Organisation

Examples of requirements, motives, susceptibilities, and environmental factors that put someone at risk of joining an extremist organisation, cause, or ideology include:

- a. Feelings of grievance and injustice
- b. Feeling under threat
- c. A need for identity, meaning and belonging
- d. A desire for status
- e. A desire for excitement and adventure
- f. A need to dominate and control others
- g. Susceptibility to indoctrination
- h. A desire for political or moral change
- i. Opportunistic involvement
- j. Family or friends' involvement in extremism
- k. Being at a transitional time of life
- l. Being influenced or controlled by a group
- m. Relevant mental health issues

A person's involvement with an extreme group, cause, or philosophy can be indicated by, for example:

- n. Spending increasing time in the company of other suspected extremists
- o. Changing their style of dress or personal appearance to accord with the group
- p. Their day-to-day behaviour becoming increasingly centered around an extremist ideology, group or cause
- q. Loss of interest in other friends and activities not associated with the extremist ideology, group, or cause
- r. Possession of material or symbols associated with an extremist cause (e.g., the swastika for far-right groups)
- s. Attempts to recruit others to the group/cause/ideology
- t. Communications with others that suggest identification with a group/cause/ideology

Intent to Cause Harm

This dimension is examined separately since not everyone who is drawn to a group, cause, or philosophy goes on to develop the intention to do damage. Intent considerations explain the kind of thinking that is connected to a willingness to use violence and discuss what the person would do and why. They may consist of:

- a. Over-identification with a group or ideology
- b. 'Them and us' thinking
- c. Dehumanisation of the enemy
- d. Attitudes that justify offending
- e. Harmful means to an end
- f. Harmful objectives

Indicators that someone may be planning to use violence or other illicit methods include:

- g. Blaming a particular group for all social or political evils and openly defining them as a threat due to their beliefs
- h. Using insulting or derogatory names or labels for another group
- i. Discussing the need for immediate action and the threat of violence from the opposing group.
- j. Expressing attitudes that justify offending on behalf of the group, cause or ideology
- k. Condoning or supporting violence or harm towards others
- l. Plotting or conspiring with others

Capability to cause harm

Plots intended to cause widespread damage requires a high degree of personal capability, resources, and networking to be successful. Not everyone who wishes to cause harm on behalf of a group, cause, or ideology can carry them out. Therefore, while evaluating the danger of harm to the public, one of the most important factors to consider is the individual's capabilities. Examples of signs that someone has the potential to damage others, either directly or indirectly, include:

- a. Having a history of violence
- b. Being criminally versatile and using criminal networks to support extremist goals
- c. Having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology, or construction)
- d. Technical expertise that can be deployed (e.g., IT skills, knowledge of chemicals, military training or survival skills)

Guidance on specific types of abuse

Child sexual exploitation

One type of child sexual abuse is child sexual exploitation (CSE). It happens when a person or organisation uses a power differential to force, manipulate, or trick a minor under the age of 18 into engaging in sexual activity. This can happen (a) in exchange for the victim receiving something they need or want, or (b) for the offender or facilitator to gain financial advantage or elevated status. Even in cases where the sexual behaviour seemed to be consenting, the victim may have been sexually exploited. Technology use is another method that child sexual exploitation can happen; it's not always associated with physical contact (DfE, 2017).

Even in situations when there is some sort of transaction, child sexual exploitation is never the victim's fault because all children and young people under the age of 18 have a right to safety and should be shielded from harm.

Among the telltale indicators of child exploitation are:

- a. Acquisition of money, clothes, mobile phones etc without plausible explanation
- b. Gang-association and/or isolation from peers/social networks
- c. Exclusion or unexplained absences from school
- d. Leaving home/care without explanation and persistently going missing or returning late
- e. Excessive receipt of texts/phone calls
- f. Returning home under the influence of drugs/alcohol
- g. Inappropriate sexualised behaviour for age/sexually transmitted infections
- h. Evidence of/suspicions of physical or sexual assault
- i. Relationships with controlling or significantly older individuals or groups
- j. Multiple callers (unknown adults or peers)
- k. Frequenting areas known for sex work
- l. Concerning use of internet or other social media
- m. Increasing secretiveness around behaviours
- n. Self-harm or significant changes in emotional well-being

The DfE's advice, "Child Sexual Exploitation - Definition and a guide for practitioners, local leaders, and decision makers working to protect children from child sexual exploitation," will be taken into consideration in all responses.

Child Criminal Exploitation (CCE)

CCE 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:

- In exchange for something the victim needs or wants

- For the financial or other advantage of the perpetrator or facilitator
- 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 using technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below for further information), forced to shoplift, or pickpocket, or to threaten other young people. Some of the following can be 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.
- Children who regularly miss school or education or do not take part in education.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] 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 several locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes, and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily 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.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

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](#)

Child criminal exploitation: serious violence/county lines

A common element of serious violence and county lines criminal activity is the geographically pervasive form of harm known as criminal exploitation of children. Drug networks and gangs groom and use children and young people to transport drugs and money from urban areas to suburban and rural areas, markets, and seaside towns.

Missing episodes in school, a change in friendships or relationships with older people or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries, drug or alcohol misuse, missing for extended periods of time, or consistently arriving home late are all important indicators of possible involvement in serious violence or county lines. Unexpected presents or brand-new unexplained gifts are other signs that kids are hanging out with people connected to gangs or criminal networks.

County lines exploitation can have the same effects as other forms of abuse and exploitation, such as when the victim may have been trafficked for the purpose of delivering drugs. County lines exploitation can affect:

- Any child or young person (male or female) under the age of 18 years, even if the activity appears consensual. The perpetrators may well be part of a group, either single or mixed sex
- Any vulnerable adult over the age of 18 years

A power disparity that favours the people who exploit children is a common characteristic of child exploitation. While age may be the most obvious element, there are a number of other characteristics that might contribute to this power imbalance, such as gender, status, cognitive capacity, physical strength, and access to resources, whether they be financial or otherwise (KCSIE 2024).

So-called 'honour-based' abuse (including FGM, Forced Marriage, Virginity Testing and Hymenoplasty)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. 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 Honour 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.

Female Genital Mutilation

Any treatment that involves removing all or part of the external female genitalia or causing damage to the female genital organs is referred to as female genital mutilation (FGM). It is a form of child maltreatment that is prohibited in the UK and has negative long-term effects.

The school is aware that a girl may be a victim of or at risk from female genital mutilation.

Signs FGM may be imminent include:

- a. the potential for FGM to occur in the UK when a female family elder is present, especially if she is travelling from her home country
- b. A staff member might overhear remarks made regarding FGM in casual conversation, such as when a girl tells other kids about it.
- c. A young lady can confess that she is going to undergo a "special procedure" or show up at a special event in order to "become a woman."
- d. If a girl knows or believes that she is in immediate danger, she may ask for assistance from a teacher or other adult.
- e. Parents seeking to withdraw their children from learning about FGM

There are a number of indications that a girl or woman has already been subjected to FGM:

- a. A girl or woman may have difficulty walking, sitting, or standing and may even look uncomfortable
- b. A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating
- c. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems

- d. A girl or woman may have frequent urinary, menstrual or stomach problems
- e. There may be prolonged or repeated absences from school
- f. A prolonged absence from school with noticeable behaviour changes (e.g., withdrawal or depression) on the girl's return
- g. A girl may be particularly reluctant to undergo normal medical examinations
- h. A girl may confide in a professional
- i. A girl may talk about pain or discomfort between her legs
- j. A girl may ask for help, but may not be explicit about the problem due to embarrassment or fear

In cases where employees express concerns, the school will initiate local safeguarding protocols, utilising established national and local guidelines for multi-agency coordination with law enforcement and children's social services.

According to Section 5B of the Female Genital Mutilation Act 2003 (as amended by Section 74 of the Serious Crime Act 2015), the school and its employees will carry out their legal obligation to notify the police if they come into possession of any visual evidence, or if the victim discloses to them that FGM appears to have been performed on a girl who is younger than 18 years old.

Forced marriage

It is illegal to force someone into marriage in England. A forced marriage is one that is entered into without the full and free agreement of one or both parties, and in which coercion—whether by threats, assault, or another tactic—is employed to force a person to get married. Physical, emotional, and psychic threats are all possible. When someone cannot give their consent (due to learning difficulties, for instance) or does not give their consent fully and freely, that is considered a lack of complete and free consent. However, some societies force someone into marriage by using their culture and religion.

Any behaviour that leads to a minor being married before turning eighteen is illegal, even if there is no use of force, threats, or other forms of compulsion. This covers both legally recognised marriages and non-binding, informal "marriages," much like the current forced marriage legislation does.

When reporting forced marriage, all school personnel should be informed that it will be handled right away. The child may be promptly sent abroad, disappear, or even be killed if the culprit finds out that the forced marriage is being looked into. Upon discovering and reporting a forced marriage, school staff should not liaise with the child's family, unless this has been agreed following the risk assessment from police/children's social care. When reporting, the school staff must report any siblings they are aware of within the household too, this includes males as siblings may also be at potential risk.

Possible indicators that a pupil may be at risk of forced marriage include:

- a. A child may appear anxious, depressed and emotionally withdrawn with low self-esteem
- b. A child may have mental health disorders and display behaviours such as self-harming, self-cutting, or anorexia
- c. Sometimes a child may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol
- d. A child may present with a sudden decline in their performance, behaviour, engagement, aspirations, or motivation
- e. A child may discuss an upcoming family holiday that they are worried about
- f. The child may have fears that they will be taken out of education and kept abroad
- g. A decline in punctuality which may be the result of having to 'negotiate' their way out of the house
- h. A child may be withdrawn from school by those with parental responsibility, and not provided with suitable education at home
- i. A child running away from home
- j. No time allowed for extra-curricular activities
- k. Surveillance of the child by siblings or cousins
- l. Family history of older siblings leaving education early and marrying early
- m. The child or other siblings within the family reported as missing
- n. Reports of Domestic Abuse, harassment, or breaches of the peace at the family home
- o. Reports by the child of rape or kidnap
- p. Reports by the child of threats to kill and attempts to kill or harm by the perpetrator

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 act in accordance with the government's non-statutory guidance Virginity testing and hymenoplasty: multiagency guidance (July 2022).

Anti-Bullying & Cyber Bullying

The school believes that bullying has no place in the school. It is passionate about creating a warm and positive climate at the school such that caring and good manners towards each other are parts of its hallmarks and works towards it by promoting emotional and behavioural growth and self-governance in pupils. It teaches pupils to understand that differences are a natural part of life, whether physical and inanimate such as the views and beliefs of people, and never warrant aggression and violence. It teaches pupils to tolerate and respect others. 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, in accordance with Keeping Children Safe in Education 2024 and Behaviour in Schools.

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying, including cyber bullying and homophobic bullying, may lead to consideration under child protection procedures and the disciplinary code set out in the school's behaviour management policy. All victims of bullying will be dealt with sensitively and compassionately and will be offered support to overcome the trauma of their ordeal.

Sexting

The Designated Safeguard Lead is aware, according to UKCCIS, how to handle incidents regarding sexting. This includes assessing the risks, making disclosures, informing parents and, when relevant, informing reports to the police.

Children with family members in prison

Prison sentences upon families can affect a pupil's learning. KSCIE 2023 describes children in these situations to be at risk of isolation, poverty, stigma and deteriorating mental health. If the DSL notices these changes within a pupil, advice will be sought from The National Information Centre on Children of Offenders.

Children and the court system

The school understands that pupils between the ages of 12 and 17 years old may have to give evidence in court for crimes they may have witnessed, or crimes committed against them. 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.

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.

Serious Youth 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 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.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults and county lines guidance.

Child-on-child abuse

Young people or teens may do harm to children. Employees shall be aware of the harm that bullying causes and will, where needed, follow the school's anti-bullying policies. On occasion, though, a student's actions will call for action under child protection laws as opposed to anti-bullying protocols.

Bullying, sexual bullying at school, coercion to transmit sexual photographs, physical and sexual assaults and violence, child sexual exploitation, and abusive teenage relationships are examples of child-on-child abuse. Young women who are involved in gangs are especially susceptible to being sexually abused for money, drugs, prestige, or protection.

The school takes child abuse seriously, and all of the staff members understand that it is not appropriate to brush child abuse off as "part of growing up" or "banter."

As detailed in this policy, the school has implemented measures to lessen the possibility of child-on-child allegations and is vigilant about warning signs of abuse. Incidents of child-on-child abuse will be dealt in line with the normal school safeguarding procedures.

In dealing with child-on-child abuse, the school recognises:

- That child-on-child abuse often occurs in the same school or neighbourhood, thus it is important any response takes account of how a network of peer relationships is affected
- The connection between significant adolescent violence, teenage relationship abuse, and sexual exploitation; the importance of recognising this connection when young people are being abused in multiple ways

- That young people who have experienced abuse and exploitation can also be groomed to abuse their peers, requiring a much more holistic approach to safeguarding
- That different gender issues can be prevalent
- That the places in which young people spend their time can have an impact on child-on-child abuse (e.g., exposure to violence on the streets, exposure to detrimental social norms relating to gender, relationships, and consent)
- That experiences of power and, in the end, the idea of consent are what determine whether a child is abused by another child. Although the young person being harmed by their peer has power over them, they may also be powerless against some of their peers or in the home where the abuse is taking place.

The school also acknowledges that the alleged offender poses a serious risk of damage to other students and is likely to have many unmet needs. The risk that the alleged offender poses to other children and the steps that can be taken to reduce that risk must be taken into consideration while deciding what to do about them. An accused perpetrator's requirements will be evaluated by taking into account:

- The nature, extent and context of the abusive behaviours
- The young person's development and family and social circumstances
- Whether the young person appears to pose a continuing risk and, if so
 - Who is likely to be at risk from him/her, and the nature and degree of the risk
 - The young person's need for services, both those which relate to her harmful behaviour and other significant needs
 - Whether the young person is also at risk of significant harm and should be the subject of a child protection conference iv. Whether action is to be taken within the criminal justice system

Child-on-child abuse: sharing nudes and semi nudes

"Sharing nudes and semi-nudes" is defined by the UK Council for Child Internet Safety and the NSPCC as when young people under the age of 18 share or post nude or semi-nude photos, videos, or live streams online. This could be done through forums, chat apps, social media, or gaming platforms. It might also entail exchanging data between devices using offline services like Apple's AirDrop.

Since young people are more likely to recognise the term "nudes," which more accurately describes all forms of image-sharing situations, it is utilised.

Images, films, and live feeds of people in nude or semi-naked states are taken and shared for reasons other than those that are sexual or illegal. These kinds of photographs can be made and exchanged voluntarily by young people in romantic relationships as well as by single people. A young person in a voluntary relationship may also be forced to share an image with their partner. Events could also happen 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

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts.

Nude or semi-nude images, videos or live streams may include more than one child or young person.

Reacting to situations involving children and young people becomes complicated because it is unlawful to create and share nudes and semi-nudes of people under the age of eighteen (including those created and shared with consent).

What to do if an incident comes to a staff members attention:

Report it to the designated safeguarding lead (DSL)

- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal
- If the staff member has already viewed the imagery by accident (e.g., if a young person has showed it to them before they could ask them not to), report this to the DSL (or equivalent) and seek support
- Do not delete the imagery or ask the young person to delete it
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent)
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers
- Do not say or do anything to blame or shame any young people involved
- Do explain to them that it will need to be reported and reassure them that they will receive support and help from the DSL (or equivalent)

The school will refer to the guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' when dealing with such incidents. Any disclosures will be dealt with in line with procedures set out in this policy and subsequent referrals will be made in a timely manner. In line with the school's general safeguarding procedures, all decisions, and actions, including dates and times and reasoning will be logged.

What is Sextortion?

In today's digital age, young people are increasingly vulnerable to online threats, and one such menace is sextortion. Sextortion is a cyber-enabled crime that exploits a young person's trust and seeks to control them through the threat of public humiliation. It can happen to anyone, but it is particularly prevalent among teenagers and young adults.

How Does Sextortion Happen?

Sextortion typically begins with an innocent online connection. A young person may encounter someone on a social media platform, a dating app, or even a gaming platform like Roblox. They bond over shared interests, and the online friendship becomes a regular interaction.

As the conversation progresses, it takes an unexpected turn towards sexual topics, initiated by the other person. The young person may feel confused or even apprehensive, but not suspect any malicious intent. In some cases, they may share explicit photos or engage in intimate acts on camera, unaware of the digital trap being set.

Unbeknownst to them, the perpetrator captures and saves their private moments. This gives the offender leverage to manipulate and control the young person. They threaten to expose the explicit content unless their demands for money, more images or victims are met. The threat of exposure can seem extremely real when the perpetrator goes to the lengths of searching through the young person's social media platforms to find their close friends and family members' accounts.

The sudden realisation of being trapped in a sextortion scheme induces panic and a range of negative emotions in the young person. They may feel violated, afraid, and embarrassed. Sadly, in some cases, the psychological impact can lead to thoughts of self-harm or suicide.

How Can Safeguarding Professionals Help?

1. Educate Yourself

Start by educating yourself about sextortion, its tactics, and the impact it can have on young people. Stay informed about the latest trends and techniques used by perpetrators. This knowledge will empower you to recognise the signs and respond effectively.

2. Open Communication

Maintain open lines of communication with young people in your care. Create a safe and non-judgmental space where they feel comfortable discussing their online experiences. Encourage them to share any concerns or incidents they encounter.

3. Online Safety Education

Teach young people about online safety and the potential risks they may encounter. Discuss the importance of privacy settings, the risks of sharing personal information with others or on their profiles, and the consequences of engaging in explicit activities online.

4. Establish Boundaries

Set clear boundaries regarding online conversations. Discuss the importance of consent and help young people understand what is appropriate and what crosses the line. Encourage them to trust their instincts and report any suspicious or uncomfortable interactions.

5. Review Privacy Arrangements

Update the privacy settings on all social media accounts so that only people your young person knows can view their account. Be mindful of who they invite or accept as a friend or follower and do not accept requests from complete strangers.

6. Report Suspicious Activities

If you or your young person come across any suspicious activities or individuals online, report them to the relevant authorities or the platform's support team. By reporting such incidents, you contribute to the overall safety of the online community.

If a young person in your care has been a victim of sextortion:

- **IGNORE** their demands and do not pay up.
- **END** all communication on every channel.
- **SCREENSHOT** evidence of blackmail including usernames.
- **TALK** to the young person non-judgementally about their experience.
- **CONTACT** the police immediately – time is of the essence!
- **BLOCK** the offender on all platforms and change your password.
- **REPORT** the individual to the relevant platform and the IWF.
- **CONSIDER** if the victim will need a suicide prevention plan.

Child-on-child abuse: sexual violence and sexual harassment between children in school

Any age or gender of children can experience sexual violence or harassment from one another. It can also happen when a gang of kids harasses or assaults a single child or group of kids sexually. It is possible that children who are the victims of sexual assault or harassment will find the event upsetting and unpleasant. It is highly likely that this will have a negative impact on their level of schooling.

Sexual harassment and sexual assault are never acceptable, occur both offline and online (both physically and vocally), and exist on a continuum with potential overlap. It is critical that each and every victim receives the proper care and attention. Managing reports of sexual assault and harassment is quite difficult. It is imperative that victims receive the necessary protection, assistance, and that no effort be made to interfere with their education. It is imperative that additional children, students, and school personnel receive the necessary assistance and protection.

Staff should be aware of the importance of:

- 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 'girls being girls'
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, flicking bras, and lifting up skirts. Dismissing or tolerating such behaviours has the potential to normalise them
- Children who have witnessed sexual assault exhibit a highly diverse spectrum of reactions to what has happened to them; these reactions can include overt evidence of trauma, physical and emotional reactions, or none at all. However obvious the child's distress is, schools should be mindful of the potential difficulties in identifying such signals and sensitive to the child's requirements (e.g., regarding attendance in lessons).

It is important to understand that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language.

It is imperative that victims receive reassurances that they are being treated with dignity and that they will receive help and protection. It should never be implied to a victim of sexual assault or harassment that by coming forward with their claim, they are making things worse. Furthermore, a victim should never be made to feel guilty for reporting something. Sometimes the victim chooses not to report something directly. For instance, a friend can report something, or a staff member might overhear something that implies a child has been hurt.

It is crucial that staff members respond appropriately in these situations in compliance with the Safeguarding and Child Protection policy, as they should with any safeguarding risk. Employees shouldn't presume that another person is handling any incident or issue. Staff members should consult the designated safeguarding lead (or a deputy) if they are unsure. The fundamental safeguarding guidelines apply in these situations, but it's critical that the school comprehends the victim's decision not to disclose the incident on their own. If necessary, children's social care should be consulted during this sensitive conversation.

There have been reports of claimed incidents of sexual abuse or harassment against students from the same school that are said to have occurred online or off school property. There may also be accounts of the kids in question attending two or more separate schools.

The fundamentals of safeguarding continue to apply, as do each school's obligations to protect and advance the welfare of its students. Appropriate information sharing and efficient interagency collaboration will be crucial in these situations.

Staff should be aware that some groups 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.

Once the DSL is made aware of an allegation pertaining to sexual harassment or violence, it is followed up by immediate action by firstly, interviewing the victim and the perpetrator separately. Thereafter, the DSL will identify witnesses involved to take witness statements so as to collect as much information as possible. If need be, the DSL will analyse the scene of the allegation to get a better picture. Further investigation is carried out by checking CCTV footage if available. Throughout the investigation, the victim is supported by the DSL and is comforted to ensure they feel that the issue is not their fault. Sufficient sanctions are then applied to the perpetrator. The parents of the victim as well as the perpetrator are also kept in the loop throughout the investigation.

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.

All reports of child-on-child sexual violence and sexual harassment are taken seriously at LIS and investigated in line with our Behaviour Policy and brought to the attention of the DSL in accordance with Keeping Children Safe in Education 2024 Part 5. Clear records are kept of all statements and sanctions. Where appropriate, risk assessments are carried out and external agency support is sought. The ongoing response is monitored by the pastoral and safeguarding team, with a focus on the need for support for the victim and perpetrator.

Youth Produced Sexual Imagery

Youth Produced Sexual Imagery is one of the terms professionals use to describe the sending or posting of nude or seminude images, videos or live streams by children and young people under the age of 18 online. The term 'nudes' is used by young people 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 disclosures of Youth Produced Sexual Imagery, staff must be aware that it is illegal for staff to view or share such imagery. Staff should immediately report the disclosure to the Designated Safeguarding Lead.

Upskirting

It is illegal to operate equipment and take pictures under someone's clothes without their consent under the Voyeurism (Offences) Act of 2019 with the intention of watching or allowing someone else to watch the victim's buttocks or genitalia (whether they are covered in knickers or not) in situations where those parts of their body would not normally be visible for a specific purpose.

A 'specified purpose' is namely:

- a. Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear)
- b. To humiliate, distress or alarm the victim

Enabling or safeguarding an activation by someone else without that person's knowledge—such as a motion-activated camera—is considered "operating equipment."

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the designated safeguarding lead who will then decide on the next steps to take, which may include police involvement.

Self-harm

When someone intentionally harms or injures himself, that is known as self-harm. There is a continuum between actions that are part of a coping technique and actions that have a strong suicidal purpose. It can be applied to behaviours including self-poisoning, substance addiction, cutting, scratching, burning, overdosing, hitting oneself, and unsafe sex, among other things.

Common problems preceding self-harm are:

- Low self esteem
- Alcohol/drug abuse
- Problems in school/bullying
- Sexual problems
- Mental health issues e.g., depression, eating disorders
- Difficulties with parents/boy or girlfriends/siblings/friends
- Physical/sexual abuse
- Physical ill health

Possible motives underlying self-harm are:

- To escape from unbearable distress
- To die
- To relieve tension
- To get back at other people or make them feel guilty
- To show desperation to others
- To seek help
- To change the behaviour of others

All staff are expected to:

- Be aware of health and safety issues such as first aid if the incident has occurred in school
- Provide accurate information about self-harming and awareness about associated mental health problems
- Seek medical advice or urgent medical assistance where required (e.g., in the event of an overdose)
- Guide the pupil towards wanting to make positive changes
- Not make promises e.g., assuring confidentiality which cannot be kept. Reassure the pupil that in order to receive help and find more helpful ways to cope with problems others may need to know.
- Report the self-harm incident to the DSL as soon as possible
- Listen to pupils who are experiencing emotional distress in a calm and non-judgemental way
- Promote problem-solving techniques and non-harmful ways to deal with emotional distress

The Designated Safeguarding Lead will:

- Accurately log down incidents of self-harm and concerns
- Follow up any medical emergencies or referrals
- Keep up-to-date information about self-harm, e.g., info leaflets from YoungMinds
- Liaise with the wider safeguarding and pastoral team
- Liaise with local services about help available for young people who self-harm
- Make timely contact with the parents. Engage the student in this procedure. Let the parent know what kind of support and assistance are available for their child. Track the student's development in areas such as coursework or classwork and overall presentation after the event.

- Know when to seek help to deal with their own feelings and distress

Pupils will be expected to:

- Talk to the appropriate staff member if they are in emotional distress
- Alert a teacher if they suspect another student of being suicidal or at serious risk of harm to themselves, and know when confidentiality must be broken

Parents will be encouraged to:

- Work with the school
- Keep the school informed when a child has external agency support
- Endorse the schools' approach to dealing with self-harm and education/awareness

Faith abuse

The belief in witchcraft, spirit possession, demons, or the devil influencing children is known as faith abuse.

It's critical to keep in mind that each child is unique while trying to identify this kind of child abuse. While some kids would try to hide their signs of abuse, others may show a combination of them. The cases that have been identified share a number of characteristics. These signs of abuse, which could also be typical characteristics of other types of abuse, consist of:

- a. A child's body showing signs or marks, such as bruises or burns, from physical abuse
- b. A child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children
- c. A child's personal hygiene declining, as evidenced by weight loss, hunger, not having enough food or money for lunch, or being untidy with soiled clothes and even faeces on them
- d. Evidence that the child's parent or carer does not show concern for or have a close bond with the child
- e. A decline in a kid's academic performance at school, an inconsistent attendance pattern, or the child being removed from school without being placed in another school
- f. A child reporting that they are or have been accused of being 'evil' and/or that they are having the 'devil beaten out of them'

All employees need to be aware of the aforementioned warning signs, be able to see kids who might be abused in this way, and know when to step in to stop it.

Fabricated illness

Induced or fabricated illness (FII) is a type of child maltreatment. It happens when a parent or other adult intentionally inflates or produces the child's symptoms of illness. Another term for FII is "Munchausen's syndrome by proxy" (not to be confused with the Munchausen's syndrome, in which an individual injures themselves or poses as ill).

Parents who seek medical attention for their child may exhibit a variety of symptoms and behaviours that are indicative of a fabricated disease. This includes both manufactured disease and severe neglect (not seeking medical attention). FII behaviours include those of a parent or carer who:

- a. Persuades healthcare professionals that their child is ill when they are perfectly healthy
- b. Exaggerates or lies about their child's symptoms
- c. Manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- d. Deliberately induces symptoms of illness – for example, by poisoning her/his child with unnecessary medication or other substances

Private fostering

Private fostering has been described to be, “*when a child under the age of 16 (under 18 for children with a disability) 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.*” (KCSIE, 2024).

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 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.

Homelessness

Al Islah Girls High School recognises that homelessness can pose a detrimental effect upon a pupil's safety. If a pupil is in danger of being homeless, the DSL will notify a social worker to find the best possible course of action.

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 Local Authorities.

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.

Young Carers

A young carer is someone under the age of 18 who looks after a family member or friend who has a physical or mental health condition, or misuses drugs or alcohol. They may also look after brothers, sisters or elderly relatives too.

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.

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 them to the National Referral Mechanism is available in the Modern Slavery Statutory Guidance.

Children Absent from Education & Children Missing from Education

The school closely monitors attendance, absence, suspensions, and exclusions. A child absent from education, whether prolonged or on repeat occasions, can be a vital warning sign of a wide range of safeguarding issues and is a potential indicator of abuse and neglect, including child sexual abuse, child sexual exploitation, and child criminal exploitation (county lines)

In accordance with the DfE's ***Working together to improve school attendance***, the school follows up on absences and addresses persistent absence as part of its safeguarding duty. Such an approach prevents the risk of these children becoming children missing education in the future. Staff address daily absence and persistent absence as soon as these problems emerge as part of school's early help response.

Staff should be alert to children already known to be vulnerable especially Children known to a Social Worker and Looked After Children, since absence from education may increase known safeguarding risks within the family or in the community. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

In summary, it is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns. In these circumstances the attendance and punctuality policy will be followed, below is a general summary

The school will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- Have joined/left as a non-standard joiner/leaver at any time other than the standard transitions period. Notification will take place within 5 days using the appropriate LA forms.
- Have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period;
- Have been permanently excluded.
- Do not return from agreed leave or have taken unauthorised leave and hence are taken off roll.

This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. Follow up will take place to check if a child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All absences are followed up the attendance team, in line with our attendance policy. All staff must follow the protocols, as outlined in the Attendance Policy, as part of their core safeguarding duty.

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.

Children who are Absent from Education

A child who is absent from education is a potential indicator of abuse or neglect.

The school will make sure that its policies about handling absentee students, especially those who miss school frequently, are strictly followed in order to decrease the likelihood that the students will be abused or neglected and to reduce the possibility that they may be absent in the future.

Any student who consistently misses school or who will have their information removed from the admissions record under any of the fifteen grounds for removal will be notified by the school to the local authorities. The student's name will be removed from the register first, although this will happen as soon as the requirements for deletion are satisfied. The student's residential information, including the identity of the person living with them, the date of their stay, and the destination school (if this can be fairly ascertained), will be documented by the school. The student's destination school and home address will be reported by the school to the local authorities.

Any student who misses school will be notified by the school to the local authority at intervals that are agreed upon between the two parties (or, in the absence of an agreement, at intervals set by the Secretary of State).

1. The school will work collaboratively with the local authority to make reasonable enquiries about a pupil's whereabouts where there is a continuous absence after a grant of leave.
2. The school will inform the local authority when registering new pupils within five days, including the pupil's address and previous school (where this can reasonably be obtained).
3. The school will cooperate with the local authority on the provision of the above information for pupils leaving or joining the school.

Looked after children and previous looked after children

The most common reason for children becoming looked after is because 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 and 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 work with the external authorities to discuss what can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

The Designated Teacher is the SLT lead for Safeguarding. Together they support and work with the DSL. This group works with teachers to promote and safeguard the educational outcomes of Looked After Children.

Children in need (CIN)

A child in need is defined under the Children Act 1989 as 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; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare.

Children in need may be assessed under section 17 of the Children Act 1989.

Children in need of 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. All staff involved in working with children known to a social worker will be expected to provide all requests for information and ensure appropriate support is put in place as necessary, in line with DSL / agency communication.

'Looked after' children

1. The most frequent causes of children needing to be placed in foster care are abuse and/or neglect. The school will guarantee that personnel possess the abilities, know-how, and comprehension necessary to maintain children under their care safe.
2. The school will, in particular, make sure that the necessary personnel are equipped with the knowledge regarding a child's looked-after legal status, including contact details with birth parents or those with parental responsibility, and whether the child is looked after voluntarily with parental consent or under an interim or full care order.

Additionally, the school gathers data regarding the child's arrangements for care and the degree of authority granted to the carer by the authority responsible for their well-being. The social worker's contact information should be shared with the designated safeguarding lead.

3. A child who has been looked after in the past may still be susceptible, thus all staff members need to be equipped with the abilities, know-how, and comprehension necessary to keep these kids safe. In order to protect looked-after and previously looked-after children, who are an especially vulnerable demographic, it is critical that all agencies collaborate and that issues are addressed quickly.
4. The designated safeguarding lead, or designated teacher, will be appointed by the school and collaborate with the local authorities to support the academic progress of registered students under their care. Sections 4 to 6 of the Children and Social Work Act 2017 also assign designated teachers the duty of fostering the academic success of children who were adopted from state care outside of England and Wales, or who left care through special guardianship, adoption, or child arrangement orders. The selected instructor needs to be qualified and experienced, with the necessary training (KCSIE 2024).

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 who if required will liaise with an external SENDCO officer.

Although AIGHS does not admit SEND as we do not have the provisions to cater for them, staff need to be aware of the additional barriers that exist when safeguarding SEND children if any students develop SEND. 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.

If a child does develop any SEND symptoms, AIGHS will follow an appropriate referral system (working with GP and CAMHS services) and make provisions to support and safeguard SEND pupils including children who have physical health conditions and ensure that measures are in place to make safeguarding systems accessible to all children; making clear that staff should be vigilant when working with SEND pupils and how strategies need to be implemented by staff to help ensure the known barriers are overcome.

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 relevant school staff, parents and all key professionals currently working with the child and family. 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.

Child Abduction and Community Safety Incidents

The illegal taking or holding of a youngster away from a parent or other person having legal custody of the kid is known as child abduction. Parents or other family members, strangers, and persons the victim knows but is not connected to (including neighbours, friends, and acquaintances) can all abduct children.

Other community safety events near a school, such as persons loitering close or unidentified adults conversing with children, may cause children and parents to become concerned.

As children get older and are allowed greater freedoms (e.g., walking to school independently), it is crucial that they receive useful guidance on staying safe. Outdoor safety is covered in lessons as part of PSHE curriculum.

Lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Other considerations

As well as the aforementioned, to guarantee that all of our children receive the necessary protection, the school will provide particular consideration to children who are:

- Asylum seekers
- Regularly absent from school
- Affected by parental substance misuse
- Living away from home (frequent movers)
- Living in a domestically abusive situation
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Lesbian, homosexual, bisexual, and transgender (LGBT) youngsters may face bullying from their classmates. Sometimes, a child who doesn't identify as LGBT but is seen to be LGBT by their peers might be equally as susceptible as a youngster who does.
- Involved directly or indirectly in prostitution or child trafficking
- ESL children
- Subject to a child in need plan
- Subject to a child protection plan
- Vulnerable to messages of violence and extreme ideologies
- Young carers
- Part of a family living with financial hardship
- Receiving support for their mental health

Dealing with Safeguarding Concerns and Incidents

The role of staff members

Safeguarding is 'everybody's responsibility'. This was emphasised in Lord Laming's report to the Government.

All staff should:

- Be familiar with the School Safeguarding and Child Protection Policy and procedures
- Have read the School's Safeguarding Policy, part one of the Keeping Children Safe in Education and part two of the Professional Teachers Standards (Personal and professional conduct).
- Know who to contact if they are concerned about a student – Designated Safeguarding Lead (DSL), Deputy Designated safeguarding Lead (DDSL), Governor Designated Safeguarding Lead (GDSL)
- Know who to contact about allegations made against staff (report to Headteacher) or if against the Headteacher (report to the GDSL).
- Know that staff are able to report directly to Social Care or the Police if there is an immediate danger without going through the DSL
- Be familiar with the types of abuse along with their signs and symptom which may indicate possible safeguarding concerns
- Aware of their duty to be good role models for all pupils at our school. Staff members must undergo training in Safeguarding and Child Protection on joining the school or once annually along with all staff by the schools DSL or arranged through the Borough. It is the duty of each staff member to be vigilant in protecting the safety and welfare of all pupils.
- It is the duty of each staff member to have attended training and have knowledge and understanding of the signs and indicators of abuse and follow the policy and procedures set out in this policy and the training they receive to deal with each instance they recognise those signs and indicators in a victim or in a perpetrator.
- Staff members are allowed to use “positive touch” at the school. A varying degree of physical prompts, guides and reassurances are appropriate for the age, learning needs and circumstances of a child. Positive touch is appropriate when it meets the needs of the child but in order to protect both staff and children it must be born in mind at all times that innocent actions can be misconstrued. Children may also find being touched uncomfortable or distressing for a variety of reasons. Staff must behave sensitively to a child’s reaction to physical contact and act appropriately and always avoid touching pupils, however casually, in ways or on parts of the body that might be considered inappropriate.
- Staff members are instructed, upon joining the school, about appropriate physical contact with children, to avoid being in a room alone with a child and to ensure they never use pupil toilets nor knowingly enter them allowing the door to shut whilst pupils are using them, referring to the document “Guidance on Safe Working Practices for the Protection of Children and Staff members in Education Settings”. This to ensure staff members do not place themselves in positions vulnerable to misinterpretation or allegations.
- If any member of staff suspects that a child in his/her class may be a victim of abuse, or a child makes a disclosure to them directly, they must immediately inform the DSL about their concerns following school procedures or may contact the Children Social Care in required.

- A Green Concerns Form must be filled in **(Appendix 4)** by the member of staff to whom the child has made a disclosure. He/she must avoid asking the child leading questions or taking statements and note down accurately the exact words spoken by the child. The date must be noted, along with other details marked on the form. This form must be handed to the DSL who is the only member of staff allowed to store any records on child protection concerns.
- If signs of abuse are manifest on the child's body, this must also be noted on the form pictorially using the image form.
- All staff members maintain the privacy and confidentiality of the individuals involved though they must make clear that they cannot promise complete confidentiality to the pupil in order that they and potentially other children may be safeguarded. Staff members must refrain from discussing the case with anyone unrelated to it, other than the DSL. Staff members have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies.
- It is the duty of every staff member to refer any safeguarding or welfare query they have about any pupil to the DSL however minor it might seem. All staff members will share with all staff, during the daily staff briefing, any welfare concern they have about any pupil to enable the gathering of any relevant further information.
- It is the duty of each staff member to ensure they conduct themselves in a manner befitting of a teacher and as a role model for pupils both in and out of school. Thus activities and behaviour indulged in outside of school must never reflect the school, their role and the profession in a poor light or bring the school into disrepute or give pupils a bad example. This includes the use of the internet and all other forms of media.
 - No staff member is permitted to take pictures of pupils on their personal mobile phones or other such technological devices and must be taken on the school camera and must not process nor transmit the pictures in any way but download them as soon as reasonably possible by handing the school camera/I pad to the SMT who will upload these onto the school server and delete originals from devices.

Reporting Procedures for General Safeguarding Concerns

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**
- 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 child concerns form
- Seek support for yourself if you are distressed.

Below is a general flowchart of procedures regarding Safeguarding concerns:

Child makes a Child Protection Allegation / There is a concern from a child about a peer / There is a concern about a child from a member of staff / You observe a possible concern



IF DISCLOSURE: Staff member records the concern in the child's own words on Green Welfare Concern form or available paper. The record should be CLEAR, PRECISE and FACTUAL. Then report immediately to DSL verbally and through the form submission.

IF RECOGNITION: The staff member reports verbally to the DSL who may request Early help support arrangements internally or through the early help advice line or request the staff to complete a Child Protection Concern Form obtained from staff room and email/hand the form to DSL who will take necessary action.

The form must be completed immediately (same day) after a disclosure has been made.

IF DSL NOT AVAILABLE: If in an exceptional circumstance, the DSL is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the leadership team and/or take advice from local children's social care on 020 7364 3444 (Child Protection Advice Line-CPAL). Therefore, in exceptional circumstances and in the absence of the DSL or senior persons, the member of staff must call the police or seek assistance from the

If there is immediate danger of harm to the child and the DSL is unavailable at the time or not dealing with things appropriately, staff have a statutory duty to report this directly to LADO or Police if required.

Statutory Duty

1) EGM (Police)

↓

The DSL interviews the child and decides on appropriate action which may include:

- 1) MONITOR - Monitor the situation, liase with authorities regarding this approach
- 2) DISCUSS – discuss with parents/guardian informally and offer Early Help

↓

If REFERRAL MADE: Decisions/actions as follows:

- 1) No further action required
- 2) Decision is made upon the threshold of the concern, Early Help, Level 1, Level 2, Level 3, Level 4
- 3) Appropriate measure put in place according to level

Now, all staff should refer to Appendix 5 which gives clear guidelines on how to report a disclosure.

Staff members should listen to children who make allegations of abuse and/or neglect, consider the allegations seriously, and reassure the kid that protective measures will be done.

A youngster must have great bravery to tell someone they are being molested. They could have lost all faith in adults, felt humiliated, especially if the abuse is sexual; their abuser might have threatened them with dire consequences if they reported the abuse; or they might have been led to believe—or been told—that the abuse is their own fault.

Staff members are not permitted to retain secrets, therefore if a student confides in them about any threats to their safety or wellness (including mental health or self-harm), the staff person has to warn the student that they must share the information with others. The moment they decide to inform the student this is up to their professional judgement. Should they interrupt right away, the student could assume they're not interested in listening. If this is discussed at the very end of the discussion, the student can feel that they were tricked into disclosing more information than they otherwise would have.

During their conversations with the pupils, staff will:

Allow them to speak freely, listening carefully and uncritically

Endeavour to utilise a neutral translator if necessary

- Remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener
- Reassure the student that they are correct to speak out by offering consoling nods or encouraging remarks, such as, "I want to help," "I'm sorry this has happened,"
- "This isn't your fault," or "You are doing the right thing by talking to me."
- Be patient and not be afraid of silences – staff must remember how hard this must be for the pupil
- Consider their own body language and the messages it may send a child regarding the nature of the disclosure
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think
- Tell the pupil that in order to help them, the member of staff must pass the information on
- Not offer any physical touch as comfort – it may be anything but comfort to a child who has been abused
- Refrain from berating the youngster for not telling anybody sooner. Sayings like "I can't believe what I'm hearing" or "I do wish you had told me about this when it started" might be taken by the youngster as an indication that they have done something wrong.
- Inform the student of what will happen next. The student may choose to see the designated safeguarding lead, in which case the staff member has an obligation to notify them of the discussion that took place. If the student chooses to see the designated safeguarding lead, the staff member should let them know that the child will be visiting them at a later time.

After the discussion, the staff will report the disclosure in accordance with the guidelines in the section on "Reporting safeguarding concerns," taking care to notify the assigned safeguarding lead notwithstanding the child's assurance that they would handle it on their own and providing a written record as a follow-up. If employees are upset, they should get help.

Responding to Safeguarding Concerns

A raised issue may only be discussed with the assigned safeguarding lead at this point. The conversation and any preliminary actions will be recorded and kept on file in the safeguarding file.

When dealing with a case, the designated safeguarding lead will consider a number of questions:

- Am I dealing with 'risk' or 'need'? By definition, a child at risk is also a child in need, however, what is the priority/level and immediacy of risk/need?
- can the level of need identified be met:

- In or by the school or by accessing universal services without referral to Children's Social Care or other targeted services? ii. By working with the child, parents and colleagues?
- What resources are available to me/the school and what are their limitations?
- Is the level of need such that a referral needs to be made to Children's Social Care which requests that an assessment of need be undertaken?
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e., a child is suffering or is likely to suffer significant harm?)
- What information is available to me: child, parents, family and environment?
- What information is inaccessible and potentially, how significant might this be?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?
- If I am not going to refer, then what action am I going to take?

If the designated safeguarding lead suspects that a student is experiencing or may experience serious harm, they will send the student to children's social services. Unless doing so would put the kid at greater risk, the parent(s) and student (depending on their age and comprehension) shall be informed that a referral is being made.

In making this decision, the designated safeguarding lead will consider the Safeguarding Partners' threshold document and framework for action that includes:

- The process for the early help assessment and the type and level of early help services to be provided
- The criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services

Where a designated safeguarding lead or deputy designated safeguarding lead considers that a referral to children's social care may be required, they must consider the questions listed below.

- Is this a child in need? Under section 17 (s.17 (10)) of the Children Act 1989, a child is 'in need' if:
 - Without the services provided by a local authority, the child is unlikely to attain or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development;
 - the child's development or health is likely to be hampered, or made worse, in the absence of such services.
- The child is disabled
- Is this a child protection matter? Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:
 - i. Is the subject of an emergency protection order
 - ii. Is under police protection
 - iii. Or where they have reasonable cause to suspect that a child is suffering or is likely to suffer significant harm

Therefore, the "significant harm" standard serves as the basis for the justification of legislative interference in family matters. Therefore, when submitting a child protection recommendation under s.47, a professional is required to provide information that unequivocally states that a child is experiencing or is about to experience serious damage. The designated safeguarding lead will decide whether to refer, what constitutes "significant harm," and the degree of "need and risk."

Children's social care shall reply to a referral within one business day, outlining the next course of action they have chosen. This can entail doing additional evaluations of the kid through an early assistance assessment, a child in need assessment (per Section 17 of the Children Act of 1989), or a child protection inquiry (per Section 47 of the Children Act of 1989). When necessary, the school will take part in conferences on child protection and strategic talks.

Social services for minors will be referred for matters pertaining to extremism. If necessary, a Channel coordinator/police practitioner will be completely integrated into the safeguarding plans of children's social care, in accordance with government recommendations. After consulting with the LADO, a case will be sent to other more suitable support agencies if the evaluation does not show a real risk of being lured into terrorism.

Statutory children's social care assessment services

Concerns about a child's welfare should be referred to local authority children's social care. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.** Referrals should follow the local referral process.

Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

What will the local authority do?

Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required.
- any services are required by the child and family and what type of services.

- the child is in need and should be assessed under section 17 of the Children Act 1989. Chapter one of Working Together to Safeguard Children provides details of the assessment process.
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989. Chapter one of Working Together to Safeguard Children provides details of the assessment process; and
- further specialist assessments are required to help the local authority to decide what further action to take.

The referrer should follow up if this information is not forthcoming. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Safeguarding procedures in the event of a partial or full school closure

A school may need to temporarily close all or part of its premises due to a number of extraordinary and urgent situations.

It is expected that in cases where the school closes completely or partially, vulnerable children would get continuous care and interaction. Children who have been classified as vulnerable will go to school whenever feasible.

It is important in any event that safeguarding principles always remain the same:

- The best interests of children must always continue to come first
- If anyone in the school has a safeguarding concern about any child they should continue to act and act immediately
- A DSL or deputy should be available
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- Children should continue to be protected when they are online

Record Keeping – Child Protection

A child protection file will be started for an individual child as soon as the school is aware of any child protection concerns about them (online/paper based). This may arise in a number of ways:

- When a staff member expresses worry for a student's welfare or well-being (this should be documented in writing and reported to the school)
- Where a child makes a disclosure (this should be recorded in writing)
- Where information is passed to the school by a previous school attended by the pupil
- Where the school is alerted by another agency (e.g., police, health or social care) of child protection concerns about that child

The child protection file will have a front sheet on the file which records the child's full name, date of birth, address, and information about family members.

Separate files will be kept for individual siblings, cross referencing to other children in the family. Relevant, and as necessary, redacted information will be copied and placed on each individual sibling's file.

If more than one file exists in relation to an individual child, this will be indicated on each file. Each file will be numbered and dated (e.g., January 2015, Vol. 1 of 3).

If information is removed from the file for any reason, a record should be made indicating the reason for such removal, where the information has gone, when it was removed and who removed it. The designated safeguarding lead will be notified of the removal of any information from a file.

The child protection file will contain:

- A front sheet
- A detailed chronology, updated on a regular basis, at the front of the file
- Any concerns raised by staff
- All safeguarding/concern reports, notes and correspondence referring to the child e.g. Copies of any referrals
- Any child protection information received from previous schools or other agencies
- Notes/minutes of any child protection conferences etc.
- Record of any instances where information has been removed from the file

The school will record whether the child is subject to a child protection plan or if they are a child in care.

The child protection file will also cross-reference other relevant records held in school (e.g., relating to the Common Assessment Framework (CAF)/Early Help Assessment (EHA), early support, special educational need).

All documentation pertaining to claims, disclosures, or concerns about child protection will be handled with sensitivity and maintained in one place. The student's school file will be "tagged" to show that distinct information is kept, and child protection information will be kept apart from it. The meaning of the symbol and who to contact in the event that they encounter it will be communicated to all staff members who might need to review a student's academic record. Those who require access to the information will receive it.

Every child's protection file will be stored in a safe location with the others. The assigned safeguarding lead will have access to the filing system. All electronic data shall be password protected and accessible to authorised personnel only.

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

- a. Processed for limited purposes
- b. Adequate, relevant and not excessive
- c. Accurate
- d. Kept no longer than necessary
- e. Processed in accordance with the data subject's rights
- f. Secure

We will make every effort to prevent unauthorised access, and we won't keep sensitive data on laptop computers because of their mobility, which increases the risk of theft or loss. Should it be imperative to preserve child safety data on transportable media, such a CD or flash drive, these things will likewise be maintained in secured storage.

Regarding safeguarding, the UK GDPR does not prohibit or restrict information exchange intended to protect children. If not getting consent would put a child in danger, then information can be given without it. Refer to the school's data protection policy for further details on this.

Record Transfers

It is essential that the school that the subject kid is leaving promptly convey any pertinent child protection information to the new or receiving institution.

Such information sharing should occur between designated safeguarding leads and/or principal as soon as possible and, in any event, within 5 days of the child's departure.

When a file is to be transferred, a 'Record of Child Protection File Transfer' should be completed and attached to the child protection file. It is inappropriate to simply forward all relevant documentation as this leaves the former school with no record. Rather:

- Where feasible, designated safeguarding leads from former and receiving schools should arrange to meet and share relevant information, with copies of relevant and appropriate documentation being provided, or
- Alternatively, telephone discussions should take place followed-up with appropriate summaries / chronologies and copies of key records

The new school/college should be provided with the **ORIGINAL** documentation.

Where a parent elects for home education, the child is from a traveller, migrant or Romany family, and/or where the receiving school's identity is not known, the designated safeguarding lead at the former school should contact children's social care for advice.

Access to Child Protection Files

The safety and welfare of a child must always be considered when making decisions whether to share confidential information.

A child's right to view their personal record exists if they have a child protection file. Under the Data Protection Act of 2018, this is referred to as the right of subject access. If parents, or those having legal parental responsibility, are unable to act on their own behalf or grant consent, they may use the right of subject access on behalf of their child. Generally speaking, a youngster who is 13 years old or older is considered mature enough to request something of this nature on their own or provide approval.

Only employees who have a legitimate need to know should have access to the information on file. Only a case-by-case decision may be made on this. While family and child privacy should be maintained to the greatest extent feasible, the kid's wellbeing comes first. It is improbable that each employee has to be aware of every aspect of a case. In general, the more frequent the day-to-day interaction with the child, the more probable it is that an overview of the situation will be required. In other words, if someone gives information in his or her professional role and the giver reasonably thinks the information would be handled securely, the recipient of the information will have an obligation to handle it securely.

External bodies

Schools will often be permitted to exchange personal data with other organisations on the legal justifications of substantial public interest (special category data) and public task (personal data). In certain cases, getting the family's and the child's permission before sharing may be necessary. If consent has been withheld, this must be documented along with the justification provided. The following situations are exempt from the need to get consent: if obtaining such consent could:

- Increase the risk of harm to the child or someone else
- Undermine the prevention, detection or prosecution of a serious crime (a crime that causes or is likely to cause significant harm to a child, young person or adult)
- Interfere with any potential investigation

When sharing records, the identities of any other children—aside from the student who is the subject of the record—should be omitted unless the person or people involved—or their parent/caregiver on their behalf—consent. The copy of the record that is going to be shared needs to be carefully checked to make sure that all identifying information is deleted.

Child protection information should not ordinarily be shared with agencies other than statutory agencies such as the Police (e.g., information should not be released to solicitors etc). Where such a request is made, advice should be sought from the governing body.

If there is a police request for the child protection information, please ensure that the requesting officers provide a data request form. This form will show the information the police are requesting, who the request relates to, why the police are requesting the information, and the exemption they are relying on to process the information. The school should securely retain a copy of this form.

Under the legal justifications of public task and strong public interest, discussions between designated professionals at various schools (such as exchanging concerns or requesting information concerning sibling groupings) are entirely appropriate. As previously said, there may be situations in which getting consent is the best legal justification, in which case parents' approval ought to be obtained before having this kind of talk. Any pertinent information surfacing about child protection has to be meticulously recorded.

Retention of Child Protection files

According to current guidance from the Records Management Society's Schools Retention Schedule, records must be kept (securely) until the subject's 25th birthday, after which they should be shredded (child protection records relating to children's social care involvement will be retained for much longer than this by the local authority in any event).

The Data Protection Act requires that schools, or other bodies that keep information, maintain a list of records which have been destroyed and who authorised their destruction.

Members of staff should record at least:

- File reference (or other unique identifier)
- File title (or brief description)
- Number of files (and date range)
- The name of the authorising officer
- Date action taken

This must be kept in the school's record of destruction form.

Support for those involved in a Child Protection issues

The school will support pupils, their families, and staff by:

- Taking all suspicions and disclosures seriously
- Nominating a link person (Designated Safeguarding Lead) who will keep all parties informed and be the central point of contact
- Nominating separate link people for the child and member of staff, where a member of staff is the subject of an allegation made by a pupil, to avoid any conflict of interest
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Storing records securely
- Offering details of helplines, counselling, or other avenues of external support
- Following the procedures laid down in the school's whistleblowing, complaints, and disciplinary procedures
- Cooperating fully with relevant statutory agencies
- Making sure a neutral interpreter is available when English is not the child's first language
- The school acknowledges that it can be challenging for kids who experience abuse or witness violence to grow up with a positive outlook on the world and a feeling of self-worth. For children who are in danger, this school could be their only reliable, safe, and consistent source of support. Their conduct may remain stubborn and demanding while they are at school, and there may even be attempts to consider expulsion or suspension.

The school will endeavour to support pupils through:

- The curriculum, to encourage self-esteem and self-motivation
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- The implementation of behaviour management policies

- A methodical strategy that distinguishes between the child's conduct and its underlying reason. To guarantee that every kid is supported in the educational environment, this is essential.
- Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters
- A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations

Allegations against members of staff

KCSIE 2024 statutory guidance defines two types of allegations that may be made against staff or volunteers:

- Allegations/concerns that do not meet the harms threshold – referred to for the purposes of this policy as 'low level concerns'
- Allegations that may meet the harm threshold

Clear processes are in place for managing both types of allegations or concerns, as detailed below

Low Level Concerns

It is acknowledged that, occasionally, a worry over an adult's behaviour towards students might not be severe enough to be regarded as an accusation, but it still raises questions.

Any worry regarding an adult's conduct towards a child that does not exceed the harms threshold or is not severe enough to warrant a referral at the time of reporting is classified as a low-level concern. According to KCSIE 2024, low level concerns are behaviours by staff members towards students that are deemed unsuitable in accordance with statutory safeguarding guidelines.

Examples of such behaviour could include, but are not limited to:

- a. Being over friendly with children
- b. Having favourites
- c. Taking photographs of children on their mobile phone
- d. Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- e. Using inappropriate sexualised, intimidating, or offensive language

Such activity can range widely, from the unintentional or careless to the behaviour that appears wrong but may not be in a given situation to the behaviour that is ultimately meant to facilitate abuse.

The school understands how critical it is to foster an environment of openness and transparency where any issue, no matter how little, is voiced and correctly addressed. A culture like this encourages the early detection and resolution of any improper or emergent activity, reducing the possibility of abuse and reiterating established limits within the workplace.

Staff are required to report any low-level concern about the conduct of any adult working in the school to the headteacher.

The "Safeguarding Concerns Form - Allegations against Staff" will be used by the headteacher to document the information once the concern has been reported. Alternatively, if the staff member would like, they can fill it out and send it back to the headteacher.

If there is reason to believe that the Headteacher is the source of the concern, the staff member should file the "Safeguarding Concerns Form - Allegations against Staff" with the assistance of a senior member of the team.

Staff are encouraged to recognise any occasion where their own behaviour may be seen as a low-level concern by others, and to make a self-report to the headteacher accordingly.

In the event that a report is determined to be a low-level concern, prompt and appropriate action will be made to address and discuss the matter with the individual in question in order to resolve the problem early on. The "Safeguarding Concerns – Allegations against Staff" form has to have the actions noted.

If at any stage the case manager assesses that the harms threshold may be met, they will follow the process outlined above for allegations that may meet the harms threshold.

By keeping a copy of the form, the Headteacher will maintain a written record of all low-level concerns. This record will include information on the nature of the issue and the steps taken to resolve it. The record will be unambiguously marked as a low-level issue to prevent misunderstandings.

Low-level concern records won't be kept on the employee's personnel file or used in employer references unless they are part of a verified complaint. In order to spot any growing patterns of disturbing conduct relating to specific person(s) or to spot any gaps in the school's culture

where policy reform or further training could be necessary, the headteacher will routinely assess all low-level concerns received.

Allegations that may meet the harm threshold

If anyone makes an allegation that any member of staff (including supply staff, volunteer or governor) may have:

- a. Possibly committed a criminal offence against or related to a child and/or;
- b. Behaved in a way that has harmed a child, or may have harmed a child and/or;
- c. Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children (including the promotion of extreme ideologies) and/or;
- d. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The allegation will be dealt with in accordance with national guidance and agreements.

When a problem is reported, the headteacher will document it using the "Safeguarding Concerns Form - Allegations against Staff." Alternatively, if the staff member is reporting the issue, they may fill out the form and send it back to the headteacher with the pertinent parts completed.

The headteacher will handle such claims in the capacity of case manager - Unless the accusation is against the headteacher, in which case a senior member of the Governing body will function as case manager and oversee the school's response.

In the event that the concern is about the headteacher, this will be reported to the Governing body who will support the staff member to complete the 'Safeguarding Concerns Form – Allegations against Staff'.

In all instances, the case manager will inform the Governing body as soon as the school becomes aware of any allegation against a staff member and the investigation process should not commence until advice has been sought.

The case manager must discuss the allegation with the local authority designated officer (LADO). If they aren't already aware, parents or carers of the child or children concerned will be informed of the accusation as soon as feasible. Nonetheless, in certain situations, a strategy conversation with children's social care and/or law enforcement will be necessary. It

is during this discussion that choices will be made regarding the information that may be shared with parents or carers.

If an accusation is made, the school will do all within its power to protect privacy and prevent unwelcome exposure. Parents and guardians will be informed that, in accordance with Section 141F of the Education Act of 2011, it is illegal to disclose or publish any claims against teachers, including on social media, and that doing so might result in legal action. Parents and carers are recommended to obtain legal counsel before requesting the court to lift reporting limits.

Employees who are the target of an accusation have the right to a prompt, fair, and consistent resolution of their case as well as ongoing updates on its status. Although it is not always the case, staff members may be suspended when it is thought to be the best course of action for protecting children.

If it is determined that an accusation may reach the harm threshold, the case manager is required to do a risk assessment. A copy of this should be kept in the employee's personnel file. See the Record Keeping - Allegations against Staff section for further information on the criteria for storing paperwork.

The exact circumstances of each case will determine when the risk assessment is finished, although it is often done after the first round of fact-finding and talks with the LADO. But when an investigation goes on or a decision is made, it can be important to revise the risk assessment and the corresponding steps needed to reduce the risk. Version control should be applied appropriately to upgraded versions, and each modified version should be documented.

The school may make a referral to the Disclosure and Barring Service (DBS) if any member of staff is disciplined, dismissed, or leaves prior to the end of an investigation for causing emotional, psychological, physical or sexual harm, neglect or risk of harm to children.

The school may make a referral to the Teacher Referral Agency (TRA) if any member of teaching staff is disciplined, dismissed, or leaves prior to the end of an investigation for causing emotional, psychological, physical or sexual harm, neglect or risk of harm to children.

The agency must be notified of any allegations made against a worker employed by a supply agency. The investigation of allegations against supply personnel will follow the established protocol outlined above for employees who are directly employed. When applicable, the results of such investigations should be shared with the supply agency so that it may decide whether any more steps need to be taken. In such cases, ending the assignment abruptly is not acceptable.

Whistle blowing

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

The Prophet Muhammad (Peace be upon him) said “Help your brother, whether he is an oppressor or he is oppressed.” The Prophet was asked: “It is right to help him if he is oppressed, but how should we help him if he is an oppressor?” He replied: “By preventing him from oppressing others.” (Bukhari)

All staff (Including supply staff and volunteers) should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime, and know that such concerns will be taken seriously by the senior management team.

All staff members should be aware of their duty to raise concerns about the attitude or actions of colleagues especially in relation to safeguarding issues. They should raise their concerns with the line manager of the member/s of staff they suspect of wrongdoing or failing to fulfil their obligations. They should raise these with the DSL or DDSL in her absence, If it is regarding the DSL or DDSL, they should raise their concerns directly with the Headteacher. If the concerns are school-system-wide or concern the Headteacher, they should raise them with the Governor DSL. If the concerns are wider still then they should contact the Children Social Care.

The school's complaints procedure will be followed if a student or parent raises a concern about poor safeguarding practices.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: general guidance on whistleblowing can be found via [www.https://www.gov.uk/whistleblowing](https://www.gov.uk/whistleblowing); and the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Sharing of School Premises

The school building is currently being shared with Madressah Noorul Islam for evening classes to teach young children the fundamentals of Islam and the recitation of the Holy Qura'an, The Madressah have appointed a Safeguarding team and have created appropriate policies to ensure safeguarding and child protection are in place. These crucial policies demonstrate awareness, acknowledgement and commitment to safeguarding and protection of all children in line with statutory guidelines and Local Safeguarding Partnership processes.

The Madressah is visited by the school appointed Safeguarding Governors on a half-termly basis to ensure good practices are being met and the Safeguarding Lead at the Madressah

submits a termly report to the school. The school SLT meet with Madressah frequently to ensure safeguarding and child protection is of a high standard.

Leaflets

General rule in school is that no students or teachers are allowed to distribute any materials or leaflets promoting any event taking place outside of school, this is made clear in induction and through the partisan political view policy and the school disciplinary and staff disciplinary policy will be actioned to anyone breaching this.

However with the building being shared with the mosque, the Madressah have a rule that no promotional material is allowed without prior written permission from Mosque Committee. The mosque does regular spot checks to ensure that no leaflets are displayed whereby prior permission from management is not obtained.

Library

The school has a designated Librarian who monitors and checks the contents of the library to ensure all materials are appropriate. The library has a catalogue of books in the library and the librarian is able to use her expertise of religion to ensure that there is no inappropriate material in any of the content within books. No member of staff or student is allowed to add a book to the library shelf without prior procedures followed as set out by the librarian which are as follows:

- An official request is made to add a particular book to the library
- The librarian checks the content with the book to ensure all content is appropriate and not extreme.
- Librarian adds the book to the catalogue library database
- Librarian adds a colour tag to the book corresponding with its section
- The book is added to the library in the new arrivals section

The contents within the library and the library database are cross referenced periodically.

Related School Policies

The Safeguarding and Child Protection policy should be read in conjunction with the following policies and procedures:

- a. Anti-Bullying policy
- b. Attendance and Punctuality policy
- c. Behaviour for learning policy
- d. Behaviour policy
- e. Complaints policy
- f. Data Protection policy
- g. Disciplinary and grievance policy
- h. Equal Opportunities policy
- i. Visitor policy
- j. First aid policy
- k. Adminstrating Medicines Policy
- l. Home School Agreement
- m. Health and Safety policy
- n. Online safety policy
- o. Induction policy
- p. Educational & Off Site Visits policy
- q. Photography and Video Recording SOP
- r. Powers of Search policy
- s. PSHE/RSE policy
- t. Mental Health and emotional Wellbeing policy
- u. Wellbeing policy
- v. Admissions policy
- w. SEN policy
- x. Staff Code of Conduct policy
- y. Pupil code of conduct
- z. Risk assessment policy
- aa. Whistleblowing policy

APPENDIX 1 – INDICATORS / SYMPTOMS OF HARM

Indicators of Possible Significant Harm - further covered through training

Possible Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
-
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

Possible Signs of Emotional Abuse

Probably the most difficult type of abuse to recognise. An emotionally abused student is often withdrawn, introverted and depressed.

- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self-depreciation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

Possible Signs of Sexual Abuse

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no
- Develop eating disorders, such as anorexia or bulimia
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- /harmful or seductive way towards others
- apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Depression
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate

Possible Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes
- Faltering growth

Possible signs of FGM

The most significant factor to consider when deciding whether a girl or woman may be at risk of FGM is whether her family has a history of practising FGM. In addition, it is important to consider whether FGM is known to be practised in her community or country of origin.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, at marriage or during a first pregnancy.

Given the hidden nature of FGM, individuals from communities where it takes place may not be aware of the practice. Women and girls who have undergone FGM may not fully understand what FGM is, what the consequences are, or that they themselves have had FGM. Given this context, discussions about FGM should always be undertaken with appropriate care and sensitivity

It is believed that **FGM may happen to girls in the UK as well as overseas**. Girls of school age who are subjected to FGM overseas are likely to be taken abroad (often to the family's country of origin) at the start of the school holidays, particularly in the summer, for there to be sufficient time for her to recover before returning to school.

There are several factors in addition to a girl's or woman's community, country of origin and family history that could indicate she is at risk of being subjected to FGM. Potential risk factors may include:

- A female child is born to a woman who has undergone FGM.
- A female child has an older sibling or cousin who has undergone FGM.
- A female child's father comes from a community known to practice FGM.
- the family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children.
- A woman/family believe FGM is integral to cultural or religious identity.
- A girl/family has limited level of integration within UK community.
- parents have limited access to information about FGM and do not know about the harmful effects of FGM or UK law.
- A boy talks about his sister that she confided to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A boy talks about his sister about a long holiday to her country of origin or another country where the practice is prevalent.
- Parents state that they or a relative will take the girl out of the country for a prolonged period.
- A parent or family member expresses concern that FGM may be carried out on the girl.
- A family is not engaging with professionals (health, education or other).
- A family is already known to social care in relation to other safeguarding issues.
- A girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.

- A boy talks about his sister about FGM in conversation, for example, he may tell other children about it, it is important to take into account the context of the discussion.
- A boy says that his sister is from a practising community and has withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent.
- A boy says that his sister is unexpectedly absent from school.
- A boy says that his sister has attended a travel clinic or equivalent for vaccinations / anti-malarial.

Remember: this is not an exhaustive list of risk factors. There may be additional risk factors specific to particular communities. For example, in certain communities FGM is closely associated to when a girl reaches a particular age. If any of these risk factors are identified professionals will need to consider what action to take. If unsure whether the level of risk requires referral at this point, professionals should discuss with their named/designated safeguarding lead. **If the risk of harm is imminent, emergency measures may be required.**

There are several indications that a girl or woman has already been subjected to FGM: These factors may be discussed by a boy whose sister is at another school.

- A girl or woman asks for help.
- A girl or woman confides in a professional that FGM has taken place.
- A mother/family member discloses that female child has had FGM.
- A family/child is already known to social services in relation to other safeguarding issues.
- A girl or woman has difficulty walking, sitting or standing or looks uncomfortable.
- A girl or woman finds it hard to sit still for long periods of time, and this was not a problem previously.
- A girl or woman spends longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl spends long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman has frequent urinary, menstrual or stomach problems.
- A girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter.
- There are prolonged or repeated absences from school or college (See attendance policy));
- Increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour.
- A girl or woman is reluctant to undergo any medical examinations.
- A girl or woman asks for help, but is not explicit about the problem; and/or
- A girl talks about pain or discomfort between her legs.

APPENDIX 2: BLACKBURN WITH DARWEN CONTINUUM OF NEED

The Blackburn with Darwen Continuum of Need and Response (CoNR) Framework is the local model to assist all those whose work brings them into contact with children, young people and their families to identify the level of help and protection required to ensure children grow up in circumstances that achieve their best outcomes. The framework can also assist the Headteacher and other staff in school to identify where they can work individually with families and where it may be better to co-ordinate their efforts with other agencies.

The thresholds outlined in this guide are **to support decision making by DSL's and the local authority** regarding the welfare of children and young people. A brief explanation is below for staff to think about when supporting students.

The 4 Levels – demarcates where statutory intervention lays in the continuum

Level 1 – Universal Services – All Children receive these services

Level 2 – Universal services plus additional support as part of early help/ multiagency intervention, LP, TAF approach

Level 3 – Meets threshold for social work assessment

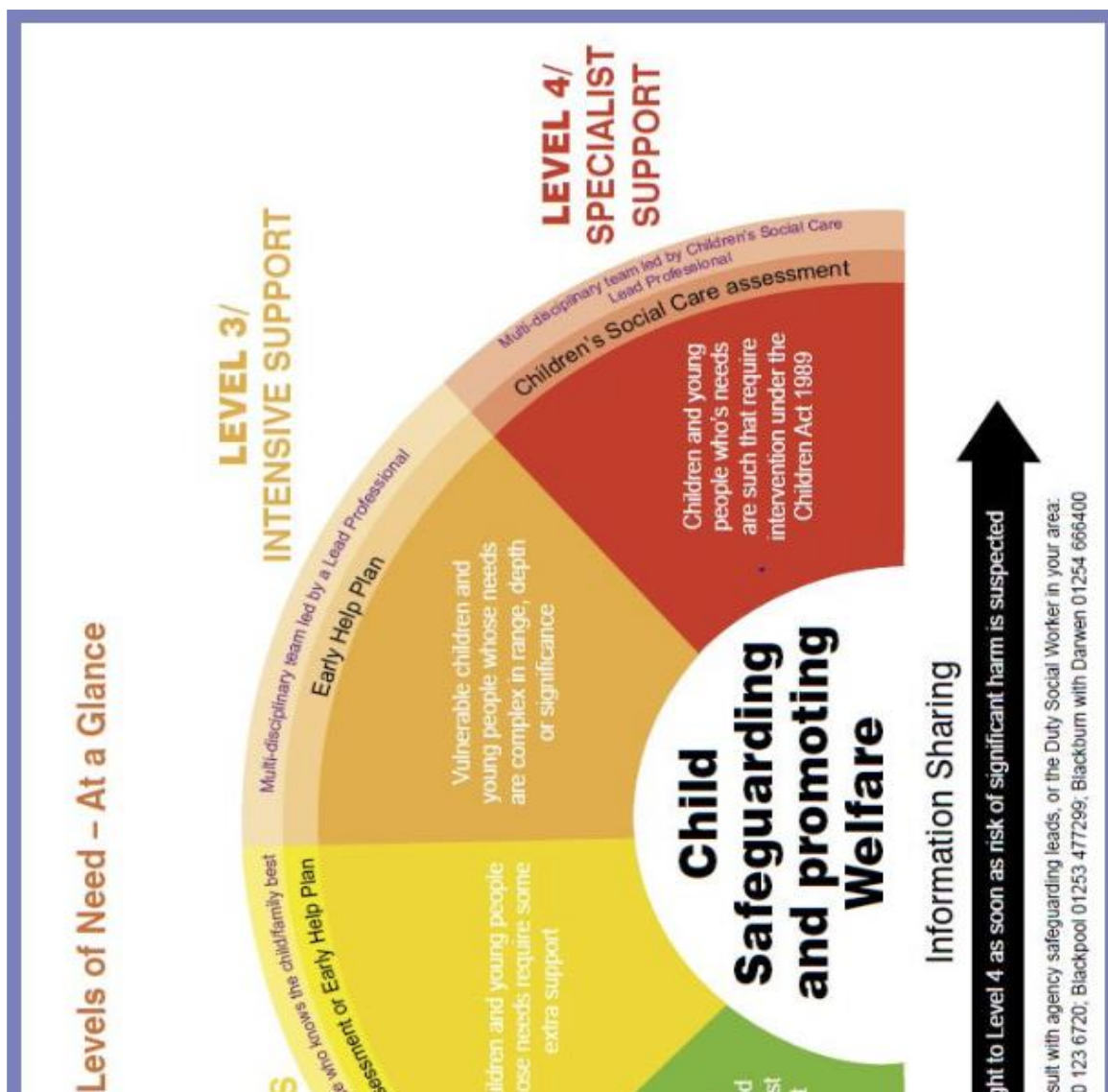
- In cases where CSC decisions do not address the concerns of the professional, referrer should aim to resolve the professional difference/dispute and use Escalation process if necessary.

Level 4 – Child Protection Thresholds Met – requires statutory intervention

Level 1

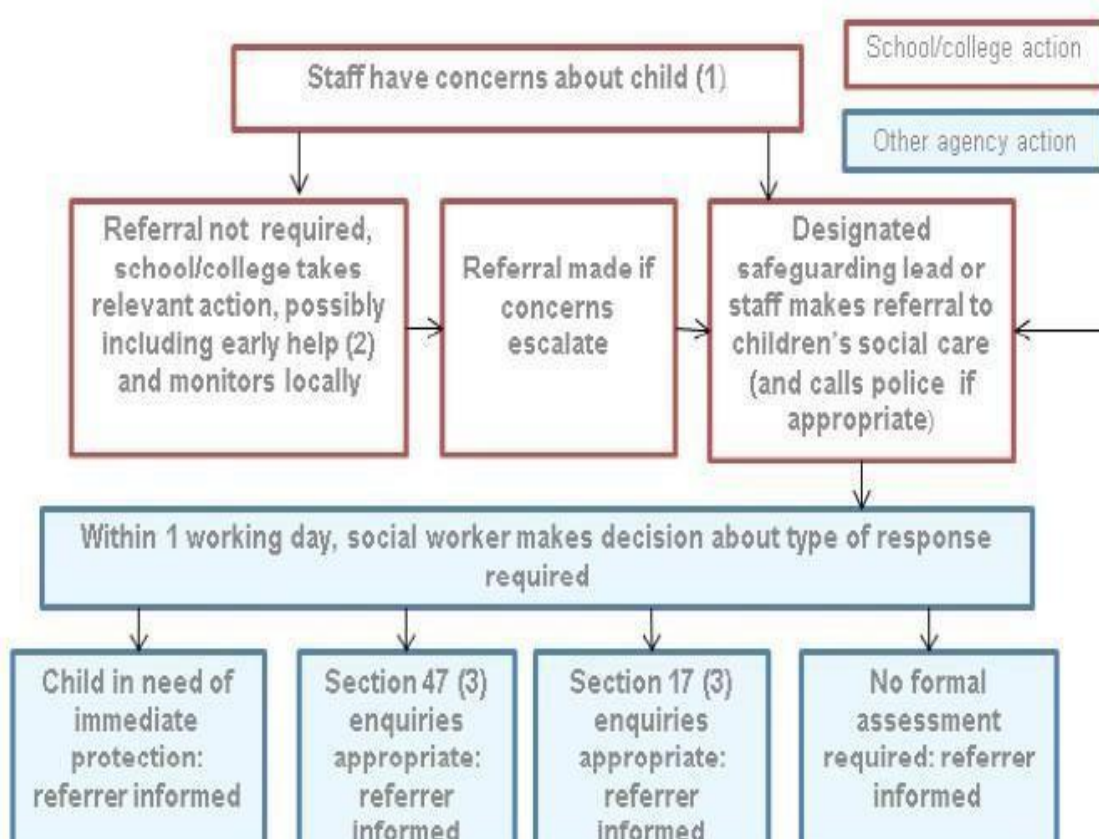
Should be met within universal settings; including low level addition needs (**All Children**)

Level 2	Meets the criteria for more formal targeted services delivered as part of the early help offer ; multi-agency intervention, a lead professional and a team around the family approach (in addition universal services)
Level 3	Meets the threshold for social work assessment and support under S.17 Children Act 1989 (child in need) - in addition to provision in universal settings and by targeted services
Level 4	Meets the threshold for statutory child protection by social work teams delivered under S.47 Children Act 1989 , in addition to provision in universal settings and targeted services. <input type="checkbox"/> This may also include children subject to a Care Order or Children Looked After under S.20 (duty to accommodate) of the Children Act 1989.



APPENDIX 3: SOCIAL CARE REFERRAL PATHWAY FLOWCHART

Actions where there are concerns about a child



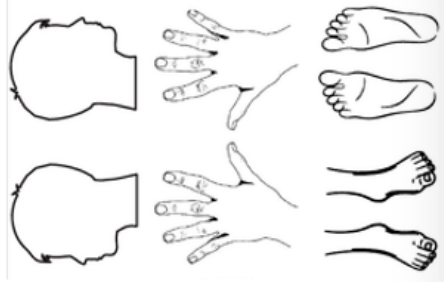
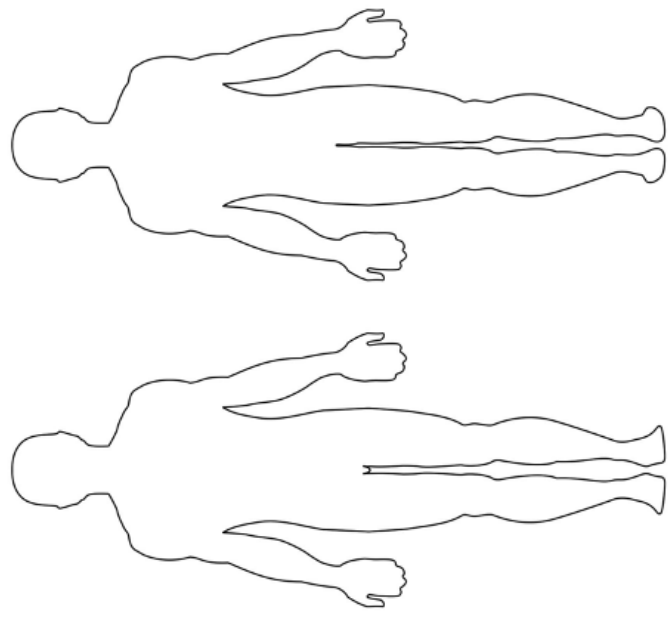
APPENDIX 4: WELFARE INCIDENT / CONCERN FORM – “GREEN WELFARE FORM”

What the child said - (Let the child speak without interruption or prompting, try to record exactly what the student said and using the student's vocabulary even if the meaning is unclear, this includes if a student repeats a statement or information)

What you said - (If/when the child has finished talking, use a non-leading approach and record any verbal and non-verbal responses you did during the interview and where in the script)

In the interview - It may be possible to write down phrases and words whilst the student is talking which can be used to trigger recall when a full report is made, however during the report, the above guidance should be followed.

Body Map (if required)



continue, accept that and let them know that you are ready to listen

should they wish to continue at any time.

Helpful things to say or show

- Show acceptance of what the child says
- "I take what you are saying very seriously"
- "I am pleased that you have told me. Thank you for telling me"
- If appropriate, "it isn't your fault and you are not to blame at all"
- "I am sorry that happened to you"
 - "I will help you"

Things not to say

- "Why didn't you say something before?"
- "I really can't believe it"
- "Are you sure this has happened?"
- "Why?" "Where?" "When?" "Who?" "What?" "How?"
- Don't make false promises to the child – like confidentiality – be honest now, any lies will be further abuse and betrayal
- Never make statements such as 'I am shocked!' or 'don't tell anyone else'.

Concluding the conversation

- Reassure the child that they were right to tell you
- Let the child know what you are going to do next and tell them that you will let them know what is happening at each stage.

What to do after the conversation (On the same Day)

1. Make notes about the conversation during the discussion on any piece of paper and complete anything you were not able to write. Record exactly what the child said and when he or she said it and what was happening immediately beforehand e.g. (description of the activity). Note the time, date and place of the conversation and the name of any other person present. If the initial note is handwritten, transfer this onto the Green Concern form on the same day and forward to the DSL.
2. Inform the Designated Safeguarding Lead immediately, in his/her absence inform the Deputy Designated Safeguarding Lead. The absence of both should result in reporting to a senior member of staff, if not then do not delay a referral yourself to Children's Social Care

Either the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead will investigate the matter further and contact the Children's Social Care.

APPENDIX 6: DESIGNATED SAFEGUARDING LEAD JOB DESCRIPTION

Availability

Staff members should always feel free to communicate any safeguarding concerns with the designated safeguarding lead (or a deputy) during school hours during the academic year. While it is generally expected that the designated safeguarding lead (or deputy) be available

in person, it is up to individual schools to define what constitutes being "available" and whether availability by phone or other similar media is acceptable in extraordinary circumstances. For any after-hours or out-of-term events, it is the responsibility of the designated safeguarding lead and the individual schools to set up suitable and sufficient backup plans.

Manage referrals

The Designated Safeguarding Lead is expected to refer cases:

- Where necessary, report suspected cases of abuse and neglect to the local authority's children's social care and assist those who refer clients to this agency.
- When there is a need to recommend someone with a radicalization issue to the Channel programmes, as well as assist professionals who do so
- If an individual is fired or removed because there is a danger of harm to a child, the Disclosure and Barring Service must be notified.
- Whenever necessary, report any suspected criminal activity to the police. NPCC - When to Call the Police should assist in determining when to think about contacting the police as well as what to anticipate while collaborating with them.

Working with others

The Designated Safeguarding Lead is expected to:

- Act as a source of support, advice, and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Liaise with the headteacher to inform her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the "case manager" and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Communicate with staff members on issues of safety, safeguarding, and welfare (including online and digital safety), with teachers, pastoral support staff, school nurses, the IT team, senior mental health leads, and special educational needs coordinators (SENCOs). When determining whether to make a referral, consult with the appropriate agencies to ensure that children's needs are considered holistically.
- Liaise with the mental health support team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Take the lead in promoting educational outcomes by being aware of the welfare, safeguarding, and child protection issues that children in need are facing or have faced. You can also determine the potential impact that these issues may be having on children's attendance, engagement, and academic success at school by collaborating with the headteacher and pertinent strategic leads. This comprises:
 - Establishing a culture of high expectations for this cohort of kids, knowing who in the school is in the cohort of kids who have or have had a social worker, and tracking their academic progress and success
 - assisting teachers in providing extra academic support or making reasonable accommodations to help kids who have or have had social workers reach their

full potential, understanding that the effects of statutory social care intervention on kids' educational outcomes continue long after the intervention ends.

Information sharing and managing the child protection file

- The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.
- Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.
- Records should include:
 - o A clear and comprehensive summary of the concern
 - o Details of how the concern was followed up and resolved
 - o A note of any action taken, decisions reached and the outcome
- When sharing a file or its contents, they should make sure that only those who require access may view it and that it follows the guidelines for information sharing provided in this guidance.
- When a child leaves the school, even if they are transferring within the year, the Designated Safeguarding Lead is responsible for making sure their child protection file is transferred to the new school as quickly as possible—that is, within the first five days of a new term if the child is leaving within the year. To ensure safe transmission, this should be moved separately from the main student file, and confirmation of receipt should be sought.
- Receiving schools should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) are aware as required.
- A lack of knowledge about their situation may have an effect on the child's wellbeing, safety, and academic performance. The Designated Safeguarding Lead should think about whether it would be appropriate to share any additional information with the new school before a child leaves, in addition to the child protection file, to help them set up the proper support to safeguard this child and to help the child thrive in the school. Information, for instance, that would enable the new school to continue helping kids who have been abused and have a social worker, and to have that assistance ready for the child when they get there.

Raising awareness

The Designated Safeguarding Lead should:

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Make sure the child protection policy is accessible to the public and that parents are aware of the possibility of referrals for suspected abuse or neglect and the school's involvement in this
- ensure that staff members are informed of any training opportunities and the most recent local policies on local safeguarding arrangements by connecting with the safeguarding partner arrangements.
- By informing teachers and school leadership personnel about the welfare, safeguarding, and child protection challenges that children who have or have had a social worker are facing, you may assist enhanced educational results.

Training, knowledge, and skills

To provide them with the information and abilities needed to perform their duties, the designated safeguarding lead and any deputies should complete training. There should be a minimum of two-year update to this training. It is recommended that the designated safeguarding lead (as well as any deputies) complete prevent awareness training. Through training, designated safeguarding leads should gain a thorough understanding of their own responsibilities, as well as how to recognise, comprehend, and address specific needs that may increase a child's vulnerability and specific harms that may put them in danger. They should also learn about the policies, practices, and duties of other agencies, especially local authority children's social care, so they can:

- Understand the evaluation procedure for early assistance and statutory intervention, including the local action criteria and referral protocols for children's social care by the local authorities.
- Possess a basic understanding of how local authorities run child protection case conferences and child protection review conferences and be able to participate in and contribute successfully to these when needed.
- Recognise the significance of the designated safeguarding lead's responsibility in supplying local authority children's social care with information and support to protect and advance the welfare of children.
- Recognise the long-term effects that trauma and adversity may have, particularly on children's behaviour, mental health, and well-being, and what has to be done to address this in order to improve educational results.
- Are aware of the unique requirements of young carers, children in need, people with special educational needs and disabilities (SEND), and those with pertinent medical problems.
- Recognise the value of sharing information with safeguarding partners, other agencies, groups, and practitioners, as well as inside the school.
- Recognise the Prevent duty obligations and support the school in meeting them. They can also offer staff guidance and assistance on preventing youngsters from becoming radicalised.
- Can comprehend the threats connected to online safety and may be certain that they possess the current skills and pertinent information needed to keep children safe when using the internet at school.
- Are aware of the extra hazards that pupils with special educational needs and disabilities (SEND) face online, such as those posed by radicalization, online bullying, and grooming, and they have faith in their capacity to help students with SEND be safe online.
- Obtain access to resources and attend any relevant or refresher training courses, and
- Promote a culture where all staff members listen to kids and consider their needs and preferences when implementing any safety precautions, the school may implement. Their knowledge and skills should be updated at regular intervals, as needed, and at least once a year, in addition to the formal training outlined above. This can be done by reading and processing safeguarding developments, attending meetings with other designated safeguarding leads, or simply taking the time to understand and stay current with developments related to their role.

Providing support to staff

The designated safeguarding lead should get training to help them gain experience so they can assist, counsel, and instill confidence in staff members about welfare, safeguarding, and child protection issues. This pertains particularly to:

- Ensure that staff are supported during the referrals processes
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

It's critical that kids experience understanding and being heard. As a result, designated safeguarding leaders (and deputies) should receive assistance in gaining the knowledge and abilities necessary to:

- Promote a culture in which all staff members listen to children and consider their wants and feelings; and
- Implement any protective measures the school may decide to implement.
- Recognise the challenges kids could face in talking to staff about their situation and think about how to create relationships based on trust that encourage communication.

Holding and sharing information

Given the above-mentioned crucial need of efficiently gathering, retaining, using, and disseminating information, the designated safeguarding lead should be prepared to:

- Recognise the value of exchanging information with other schools, the safeguarding partners, other agencies, groups, and practitioners, as well as with other schools when transferring students between primary and secondary education.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

Deputy Designated Safeguarding Lead

If a school chooses to appoint one or more Deputy Designated Safeguarding Leaders is up to them. The responsibilities of any deputies should be clearly stated in their job description, and they should get training equivalent to that of the designated safeguarding lead. The designated safeguarding lead retains ultimate lead responsibility for child safety, as outlined above; nevertheless, this lead duty should not be transferred, even though the lead's activities can be assigned to suitably trained deputies.

APPENDIX 7: DESIGNATED LOOKED AFTER CHILDREN (LAC) TEACHER RESPONSIBILITIES

The following defines the designated LAC teacher's broad areas of duty.

General

The designated LAC Teacher is expected to:

- Assume primary responsibility for LAC at the school, making sure that their academic, emotional, and personal needs are met by exercising strategic leadership throughout the institution.
- Serve as the main point of contact for LAC at the school, making sure that the institution has the necessary resources in place to assist students and minimise any disruptions to learning.
- Take the lead in ensuring that school staff is aware of the ways in which the school supports the academic achievement of LAC students and how their learning may be impacted.
- Collaborate with virtual school heads (VSHs) to advance LAC education by creating a whole school culture that values each looked-after child's unique learning needs.
- Develop and implement LAC personal education plans (PEPs) in collaboration with others.
- Communicate with the SENDCO to identify and support LAC's SEND requirements and comprehend how to seek additional evaluation and help if required.
- Make sure that any safeguarding issues pertaining to LAC are addressed promptly and effectively.
- React suitably to information shared or worries expressed regarding a LAC student's welfare.
- Maintain thorough, precise, and safe documentation of all agreements and issues pertaining to LAC
- keep an eye on LAC students who are in danger of harm or who have already suffered harm, offering assistance and seeing to their wellbeing.
- Contribute to the development and review of whole-school policies and procedures in relation to LAC

Fostering a culture of inclusivity

The designated LAC teacher should promote a culture in which looked-after and previously looked after children:

- Can talk about their progress, be involved in setting their own goals, have their opinions seriously considered, and be encouraged to take charge of their own education.
- Are given priority when choosing students who would benefit from one-on-one tutoring; have access to academically focused study support.
- Are encouraged to take part in school activities and decision-making both inside the school and the foster system

- Believe they can achieve and want to pursue further education or careers requiring a high level of competence
- Has the ability to communicate with an adult openly and sympathetically about challenging topics (including SEND, bullying, and attendance).

Personal education plans

The designated LAC teacher should:

- Collaborate closely with other educators to evaluate students' educational requirements and make sure personal education plans (PEPs) are made on time.
- Ensure that PEPs are successful in assisting all parties in supporting the looked-after child to achieve strong academic progress.
- Talk with the student about how they can progress and include any teachers who might be able to help to set up effective support across the curriculum.
 - Review PEPs prior to the statutory review to make sure they are current and contain any new information, such as whether the agreed-upon provision is being delivered.
- Make sure PEPs are clear about what has been taken forward or not, noting what resources may be required to further support the student and how these resources may be secured.
- Guarantee that PEPs for students with SEND complement their education, health, and care (EHC) plan.

Liaison

The designated LAC teacher should:

- Collaborate with services both inside and outside the organisation to give all looked-after children the assistance they need. For instance, police, virtual school heads (VSHs), children's educational services (LACES), intervention workers in schools, etc.
- Work closely with looked-after and previously looked-after children, their carers, parents, or guardians to:
 - Foster positive home-school relations
 - Encourage advancement by focusing on efficient communication with caretakers, parents, or guardians.
 - Ensure carers, parents or guardians understand the potential value of one-to-one tuition and are equipped to engage with it at home
 - Ensure carers, parents or guardians are aware of how the school teaches key skills such as reading and numeracy
 - Encourage high aspirations and working with the child to plan for their future success and fulfilment

Being a source of advice for teachers

The designated LAC teacher should:

- Assume primary responsibility for making that all employees are well-informed, well-trained, and well-equipped to serve the unique requirements of LAC in areas including as conduct, homework, and attendance.

- Make sure that every employee has high standards for LAC students' learning and establishes goals to advance their education.
- Encourage staff members to learn about attachment and trauma, making sure they understand the social, psychological, and emotional ramifications of losing a child and being cut off from their biological family, as well as how this affects the conduct of the students.
- Make sure that every employee is aware of the significance of treating LAC as individual students rather than as a group of students and that they receive equal treatment.
- Ensure staff members are aware of the training opportunities that are available to them
- Maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals
- Represent the school at meetings of designated leads and circulate the outcomes to staff members
- Ensure staff members receive frequent updates regarding particularly vulnerable LAC
- Collaborate with other educational institutions to guarantee that students' transfer to the following phase of their study goes as smoothly as possible, making sure any other relevant schools have all the required paperwork.
- When it's required, safely transmit student records, including those with child protection concerns, to other educational institutions, being sure to have proof of receipt.

APPENDIX 8: SAFE WORKING PRACTICES

Propriety and behaviour

All staff are expected to:

- Set high expectations and challenging targets for all pupils
- Promote fundamental British values, including democracy, the rule of law, freedom of religion, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs, fairness, social responsibility, liberty and equality for all
- Make sure they hold students to the highest standards of behaviour and conduct in the classroom and beyond, and that they confront any student activity that may be deemed improper.

All staff are expected to refrain from:

- Making inappropriate remarks (including innuendoes) to, or about, a pupil
- Discussing personal relationships with or in the presence of pupils
- Discussing a pupil's personal relationships in inappropriate settings or contexts
- Making unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such

Every member of staff is aware that acting inappropriately with students is unacceptable and that their attitude must be beyond reproach.

Furthermore, employees need to be aware that, even in cases when a connection is consensual, it is illegal for an adult to have a sexual relationship with a minor who is in a position of trust under the terms of the Sexual Offences Act 2003. This implies that, even if the student is of consenting age, any sexual interaction involving a member of the school personnel and a student under the age of 18 is illegal.

Dress and appearance

All staff are expected to wear clothing which:

- Does not distract, cause embarrassment, or give rise to misunderstanding
- Is absent of any political or otherwise contentious slogans
- Is not considered to be discriminatory
- Is appropriate to their role
- Promotes a positive image and professionalism
- Is not likely to be viewed as offensive, revealing or provocative

Infatuations

All staff are expected to report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff. This must be reported to a senior leader.

Photography, videos, and other creative arts

All staff are expected to:

- Refrain, even at the request of children's social care, to capture audio of a kid disclosing information or to take pictures of a child's wounds, bruises, or anything similar (such as after a revelation of abuse).

- Refrain from making any visual recordings of pupils (still or moving), without the prior consent of a senior leader
- Ask parental consent for a photograph/video to be taken or published

Ensure pupil's consent is obtained for the use of images/recordings after the age of 13 years old. This is in line with the Data Protection guidance

- Make sure that senior management approve the release and storage of such photos and recordings, and that precautions are made to prevent unauthorised use of the photos.
- Ensure that all images/recordings are available for scrutiny in order to screen for acceptability
- Avoid taking images/recordings in one-to-one situations
- Refrain from taking images/recordings of pupils using personal mobile phones
- Be able to justify images/recordings of children in their possession

Social contact

All staff are expected to:

- Whenever possible, obtain the consent of a senior leader before scheduling any social interactions with students or parents.
- Notify a senior leader of any unexpected social interactions you have with a student that might raise questions.
- Any circumstance that they believe might jeopardise the school or their own professional status should be reported and documented.
- Send no personal correspondence, such as cards or letters, to students unless a senior leader has approved it.

Communication using technology

All staff are expected to refrain from:

- Giving students personal contact information, such as email addresses and home or cell phone numbers
- Any communication with pupils which may be seen as grooming
- Making any visual recordings of pupils (still or moving), without the prior consent of a senior leader
- Using any personal equipment when communicating with pupils

Staff members are allowed to give students their school email address in order to share coursework or assignments solely. To prevent misunderstandings, any message sent over school email must be extremely cautious and brief.

Physical contact

All staff are expected to:

- Avoid making inappropriate or improper physical contact with students, either for the student's or the adult's satisfaction.
- Refrain from making any needless or gratuitous physical contact with students (such as head rubbing, tickling, or horseplay).
- Be prepared to explain actions and accept that all physical contact is open to scrutiny
- Always encourage pupils, where possible, to complete self-care tasks independently

- Avoid using physical contact as a reward (this includes hugs and pats on back etc.)
- Ensure that physical contact is never secretive or represents a misuse of authority

Behaviour management and physical restraint

All staff are expected to:

- Make an effort to diffuse tensions before they worsen
- Verify that all incentives and penalties adhere to the established behaviour policy of the school.
- Ensure parents are informed of all sanctions
- Avoid the use of sarcasm or demeaning and insensitive comments towards pupils

Please see the Behaviour policy for full details on behaviour management strategies upheld by the school.

Physical assistance may be necessary in some cases. However, when using restraint, especially on a student with SEND, school personnel must make sure they have taken the student's welfare and safety into consideration. The staff person in question should always use their professional discretion to choose whether to physically act, taking into account the specific circumstances of each case. When there are substitute techniques for maintaining control and constraint, those ought to be employed initially. Using "reasonable force" is acceptable if making physical contact is the sole appropriate course of action.

Typically, force is employed for "control" or "restraint." This might involve anything from leading a student by the arm to safer ground to more drastic measures like breaking up a fight or restraining a student to avoid harm or violence. Always keep in mind that "reasonable in the circumstances" refers to the use of no more force than is necessary in that case. Although it is not all-inclusive, the list below offers some instances of circumstances in which reasonable force may be applied:

- To prevent a student from acting in a way that jeopardises their safety or disrupts the behaviour of others.
- To remove disruptive children from the classroom when they have disobeyed instructions to do so.
- To stop a student from acting in a way that interferes with a school function, trip, or visit; or
- Stopping a fight or discouraging a student from hitting a staff member or another student
- Putting a student under control who could hurt themselves by losing control of their body
- Under no circumstances should staff use force as a punishment.

One-to-one situations

All staff should:

- Avoid meeting with pupils in remote, secluded areas of the school
- Ensure that there is visual access and/or an open door in one-to-one situations

- Inform other staff of the meeting beforehand, assessing the need to have them present or close by
- Avoid any one-to-one situations with pupils that may result in an interpretation of secrecy
- Always report any situation where a child becomes distressed or angry to a senior leader

Intimate care

Some students might need personal care, such as assistance using the lavatory or changing dirty clothes. When providing assistance to these children, staff members should:

- Verify that they have finished the necessary training;
- Consider the school's policy for helping students with medical conditions.
- Follow the care plan that parents have agreed upon for students who need personal care.
- Motivate students to behave as autonomously as they can
- If personal care is needed, make sure a different staff member is nearby.
- Document any instances of personal care and provide justification for any deviations from the care plan.
- Let parents know if you require irregular or unexpected personal care.

Toileting, showering and changing

General Principles

- Facilities for girls should be separate, clean and well-maintained so that pupils' health and safety, privacy and dignity are not put at risk
- Suitable toilet and washing facilities should be provided for the sole use of pupils
When special facilities are offered for students with disabilities, other students, faculty, support staff, volunteers, and guests are welcome to utilise them regardless of their disability.

All staff are expected to:

- Avoid any physical contact when children are in a state of undress
- Refrain from engaging in any visually obtrusive conduct, and when changing rooms are available and in use, make their presence known before entering.
- Avoid remaining in the room unless a pupil's needs require it
- Take into account the needs of pupils from different beliefs and cultural backgrounds
Where pupils need assistance, staff are expected to:
- Encourage pupils to be as independent as possible, giving verbal help before offering assistance
- Provide assistance openly, not out of sight of others All staff must not:
- Change in the same place as children
- Shower with children

When off-site showering and changing arrangements are in place:

- The above guidance will apply
- Pupils will not share changing/toilet facilities with members of the public
- Where changing facilities are shared with pupils from another school, adults from both schools will make appropriate arrangements and properly risk assess together

Visual access to classrooms

It is required of all staff members to have their classroom doors open and/or visually accessible at all times.

If staff members feel the need to temporarily block off the visual access to their door, they must be able to defend their actions on the basis of protecting children, and they must make sure that another staff person is present in the classroom at all times.

Administration of medication

In dispensing medication to pupils, staff should:

- Take account of the school's policy
- Ensure that they are authorised to dispense medication and have relevant training
- Ensure that parental consent has been secured and recorded
- Ensure that all medicines are stored in a locked cupboard, or if refrigerated, in an area not accessible to pupils
- Record the storage, dispensing and disposal of medication
- Not force a pupil to take medicine if they refuse to do so - in such a case, parents should be informed immediately and emergency services called if needed

Staff must also ensure that all personal medication is stored securely in a locked area at all times.

Transporting pupils in staff cars

Staff vehicles should only be used to transport students as a last resort, when all other options have been exhausted and the student is not in any way agitated. This usually means that excursions intended to carry students home shouldn't be scheduled with staff cars in mind. When students are being transported in a staff car:

- Staff members should have "Business" auto insurance on their vehicles;
- At least one extra adult should accompany the driver;
- Permission from a senior leader should be obtained each time.
- The employee has to make sure the vehicle is safe to drive.
- The student has to be told to buckle up and sit in the rear of the vehicle.

APPENDIX 9: SAFEGUARDING AND PREVENT CHECKLIST

This is not an exhaustive list of safeguarding measures and all checks must be completed.

<u>Key actions</u>	<u>School lead</u>	<u>RAG Rating</u>
Safeguarding training, policy, procedures and record keeping		
Make that the trust safeguarding policy complies with all government directives and that it covers the FGM obligation, the Channel procedure, and the prevent duty.		
Ensure the Safeguarding policy is available on staff shared drive alongside the supplementary government guides.		
Ensure the Safeguarding policy is uploaded to school website.		
Ensure the school's Safeguarding policy reflects the region, for example includes Prevent lead/local children's centre.		
Ensure Parent Handbook outlines the school's approach to safeguarding.		

Make sure there is proof (such as handouts and registrations) during the yearly whole school training that the Safeguarding Policy and KCSIE Parts 1 and 5 have been distributed to ALL personnel.		
Ensure Annual Safeguarding Declaration has been signed by all staff and all understand the responsibilities for safeguarding.		
Keep records of any safeguarding updates that you have given staff members outside of the yearly training (e.g., handouts, registrations).		
Make sure staff members are informed about the preventative duty, the obligation to report the finding of FGM, and the symptoms of abuse, such as child-on-child and exchanging nude and semi-nude behaviour.		
Ensure staff aware of the early help process and their role within it.		
Make sure that employees understand the core principles of British values and their responsibility to help students grasp them.		
Ensure trust Prevent risk assessment/action plan complete.		
Make sure that the school's prevent strategy—which includes its curriculum, regulations, and procedures—is explained to the staff and governors.		
Ensure there is a designated safeguarding lead (and at least one deputy) in place. There should also be a Prevent lead and designated teacher for looked after children.		
Ensure designated safeguarding lead refresher training is up to date.		
Ensure designated safeguarding lead's Job description is filed in DSL's and DDSL's personnel file.		
Ensure close communication between DSL and attendance lead in order to monitor all pupils particularly our vulnerable pupils.		
When a student is removed from the school register for any of the 15 grounds for deletion, make sure the local authorities is notified. When a child is removed from the school register, make sure the local authorities are informed of any missing details, such as the child's new residence or the name of the school they will be attending. (This will assist in identifying the pupils who are absent from school).		
Ensure the designated LAC teacher has a separate job description.		
Ensure SLT are familiar with the local safeguarding annual report.		
Ensure all staff know who the DSL/DDSL/Prevent officer are and how to contact/ report concerns.		
Ensure all staff know how to report allegations or concerns relating to staff or volunteers		
Make sure the proper procedures are in place to document and keep track of any accusations or worries, including low level concerns, made against employees or volunteers.		
Ensure all pupils know who the DSL/DDSL/Prevent officer are – display posters of the DSL/DDSL in key areas throughout the school.		
Make sure students have many channels to voice their thoughts and concerns.		
Ensure the school works in line with locally agreed procedures when dealing with safeguarding issues.		

Ensure chair of the governing board and designated governor for safeguarding is aware of responsibilities with respect to safeguarding and the Prevent duty.		
Ensure there is evidence of regular meetings between the designated governor for safeguarding and designated safeguarding lead.		
Ensure the headteacher's report to governors includes an update on safeguarding.		
Ensure the Safeguarding Partners 157/175 Audit is completed annually.		
Ensure safeguarding is a standing item on the LAB agenda and SLT agenda.		
Ensure all pupils on a safeguarding or child protection plan have accurate and up to date records (including copy of the CP/CIN plan, clear chronology and meeting minutes)		
Ensure procedures in place to deal with allegations of abuse against staff (including malicious allegations).		
Ensure Safer Working Practices outline in Safeguarding Policy adhered to.		
Ensure the governing board is informed as soon as the school are aware of any allegation against a staff member.		
Ensure the school have more than one contact name and telephone number for each child. Ensure this includes the social worker for any children that are looked after.		
Safer Recruitment and Selection		
Ensure the Recruitment and Selection Policy is in place and safer recruitment principles are adhered to.		
Ensure full recruitment records are available for all staff and volunteers		
Ensure selection processes take child protection into account with evidence of child protection question asked at interview.		
Ensure regular checks are completed termly by the headteacher and the nominated safeguarding governor.		
Ensure at least one member of staff has completed safer recruitment training.		
Ensure headteacher plus a member of SLT have completed refresher safer recruitment training every 3 years.		
Safe Environment		
Ensure there are dedicated displays linked to key messages around fundamental British values, safeguarding and personal safety.		
Ensure there are display posters signposting pupils in need to support (e.g. Child Line, NSPCC).		
Ensure appropriate measures/controls for the storage of medication in place.		
Ensure there is a complete and up-to-date fire risk assessment.		
Ensure an appropriate supervision rota is in place.		
Check that all staff have and wear identity badges.		
Ensure all visitors are required to sign in and out of school and given visitor badges and that staff and pupils are aware that they should challenge any individuals who are not known and not wearing visitor badge.		
Check that all HSE and other risk awareness posters are clearly presented.		

Ensure appropriate web-filtering and monitoring in place (which is ageappropriate and includes monitoring of community languages).		
Ensure all statutory checks are complete and evidenced.		
Ensure appropriate first aid training is undertaken by relevant staff.		
Ensure first aid boxes in place and appropriately signposted in school.		
Ensure that a suitably detailed log of accidents is maintained and is up to date.		
Ensure appropriate fire safety/marshal training is undertaken by relevant staff.		
Ensure emergency evacuations take place on a termly basis and evidenced.		
Ensure procedures for lockdown are in place and records of drills retained.		
Ensure Health and Safety Policy in place.		
Ensure written confirmation from alternative providers confirming the relevant checks have taken place.		
Other related policies and procedures		
Ensure the strategic plan includes Prevent priorities.		
Ensure the Anti-Bullying Policy in place and shared with staff.		
Ensure Anti-Bullying Policy available on school website.		
Maintain a central log of bullying, racist and child-on-child abuse incidents that is up-to-date and verified – Ofsted will want to speak to a pupil recorded in it.		
Ensure the mental health checklist is reviewed termly and there is an adequate number of mental health first aiders in school.		
Ensure all external speakers are vetted, approved and recorded (including declarations) in line with the External Speakers Policy and Vetting and Due Diligence Policy.		
Ensure staff familiar with the Staff Code of Conduct Policy.		
Ensure pupils familiar with the Pupil Code of Conduct.		
Ensure the Complaints Policy is uploaded to the website and complaints are dealt with according to processes outlined within.		
Ensure staff and Governors are familiar with Social Media Policy.		
Ensure Home School Agreements are completed for all pupils.		
Ensure website outlines inclusive offer.		
Ensure the Attendance and Punctuality Policy is in place and procedures are in place to respond appropriately to children who are absent from education.		
Ensure the Whistleblowing Policy is in place and uploaded to the school website.		
Ensure Supporting Pupils with Medical Conditions Policy is in place and records relating to the medical needs register, administration of medication, support plans etc. up to date.		
Ensure the Behaviour Policy, School Rewards and Sanctions, Powers of Search Policy and Positive handling Policy in place and adhered to.		
Ensure the Equal Opportunities Policy is in place and adhered to.		
Ensure the ICT Policy is in place and adhered to.		
Ensure the Induction Policy is in place and adhered to.		
Ensure school PSHE/RSE Policy is in place and adhered to.		

Ensure the SEN – Information, Policy and Guidance Policy is in place and adhered to.		
Ensure the Data Protection Policy is in place and adhered to.		
Ensure pupil wellbeing surveys are completed at least twice a year.		
Ensure a pupil voice meeting is held at least annually with randomly selected pupils by the Safeguarding Lead.		
Curriculum		
Ensure there is a clear provision map for RHE/RSHE and the wider elements of PSHE.		
Ensure an annual online safety review is completed to ensure the curriculum and supportive interventions reflect the risks the pupils face.		
Ensure curriculum evidence teaching of e-safety.		
Ensure curriculum promotes fundamental British Values.		
Ensure pupils are taught how to stay safe outdoors, identify and respond appropriately to risks.		
Make sure the proper procedures are in place to document and keep track of any accusations or worries, including low level concerns, made against employees or volunteers.		

Annual review records

Term	Review date	Completed by
Autumn		
Spring		
Summer		

APPENDIX 10: STAFF SAFEGUARDING DECLARATION

Annual Safeguarding Declaration

1. I have read and understood the School's Safeguarding and Child Protection Policy, including the appendixes.
2. I have read and understood Part 1 and Part 5 of the DfE guidance 'Keeping Children Safe in Education', (DfE 2024).
3. I have read and understood the Staff Code of Conduct.
4. I have read and understood the Social Media Policy.
5. I have completed the School's safeguarding training, including Prevent training.
6. I understand that supplementary safeguarding guidance is available at www.gov.uk.
7. I agree to adhere to the protocols set out in the School's Safeguarding and Child Protection Policy, the Staff Code of Conduct and the DfE guidance 'Keeping Children Safe in Education', (DfE 2024).
8. I do not have any new cautions or convictions that would show on a DBS since my last certificate was issued. (If you do, please speak to the headteacher as soon as possible).

Print name:

Sign:

.....

Date:

.....

APPENDIX 11: SAFEGUARDING PROCEDURES IN THE EVENT OF A PARTIAL OR FULL SCHOOL CLOSURE

Context

It is expected that in cases where the school closes completely or partially, vulnerable children would get continuous care and interaction. Children who have been classified as vulnerable will go to school whenever feasible.

Children who need social care support, those with safeguarding and welfare requirements, including those with child protection or child in need plans, looked after children, young carers, handicapped children, and those with education, health, and care (EHC) plans, are all considered vulnerable. School administrators might also wish to include other kids who are struggling emotionally and socially.

To further assist in protecting children who are at risk, the school will keep collaborating with and supporting child social workers. Collaborating and providing assistance to children's social workers and the virtual school head (VSH) of the local authority for children who are cared after or have been looked after in the past is part of this. The designated teacher for looked-after children and the DSL for the school will be in charge of this.

Designated safeguarding lead arrangements

Trained DSL will be accessible in person or on the internet.

Furthermore, a senior leader will be in charge of overseeing safety measures on the premises. The DSL will stay in contact with social workers and participate in any remotely teleconferenced multi-agency sessions.

Supporting children not in school

The school will continue to follow protocols for keeping in regular communication with students and families in the event that children are unable to attend, including making house calls as needed. When a local lockdown forces students to stay at home, the school will adhere to the previously mentioned guidelines and provide remote instruction right away.

Individualised arrangements for remote education will be in place as needed.

We acknowledge that children with SEND might not be able to participate in remote learning without adult assistance, therefore the school will collaborate with families to make sure the curriculum is suitable for those children.

When necessary, remote learning is of the highest calibre and most closely resembles in-person instruction.

We acknowledge that education serves as a protective barrier for children and teenagers, and that closing schools may have a detrimental impact on both the mental health and general wellness of the students and their parents/caregivers. Instructors will consider the well-being of the family while establishing expectations for their students' work at home.

The school will keep directing children and their parents/caregivers to a variety of suitable resources for help both inside and outside the school.

Supporting children in school

In order to maximise safety, the principal will make sure that the right number of staff members are on site and that the staff-to-student ratio is appropriate. If the school has concerns about the impact of staff members' absences, such as the Designated Safeguarding Lead or first aiders, the headteacher will speak with their governing body right away. The school will continue to be a safe place for all children to attend and thrive.

It is acknowledged that staff, parents/caregivers, and children may feel a little anxious about going back to school after a shutdown.

The school intends to create an inclusive atmosphere to ensure that everyone returns to a productive workplace. The school will use its behavioural and mental health guidelines to determine which students may require extra support and to establish that support.

Children will have access to pastoral personnel, who will be given the opportunity to offer assistance as needed.

The school will keep directing children and their parents/caregivers to a variety of suitable resources for help both within and outside the classroom.

Reporting a concern

In accordance with the school's safeguarding and child protection policy, the school will keep using its standard referral procedures for any students about whom it has concerns.

In accordance with the school's safeguarding and child protection policy, the school will continue to apply its standard referral procedures for any individuals working with children about which it has concerns.

Attendance recording and absence monitoring

The school Attendance Lead's guidelines will be followed by the school to ensure that students are coded appropriately.

In the case of a school closure, Standard Operating Procedure March 2020, shall be followed regarding absence protocols for phone calls and home visits in accordance with the Safeguarding advice for schools.

Safeguarding training and induction

Any new local arrangements will be shared with staff by the DSL so that they are aware of what to do in the event that they have concerns about a child.

Every employee will continue to hold the belief that "it could happen here" and will report any issues to the Deputy DSL or DSL.

Recruitment

It is still crucial to prevent inappropriate persons from working with children or from having contact with them. The school will continue to adhere to safer hiring practises when hiring new employees, as outlined in the trust's Recruitment and Selection Policy, Safeguarding Policy, and, if applicable, pertinent portions of Part 3 of KCSIE 2024.

There will always be a safeguarding introduction given to newly hired employees and volunteers who join the school.

Online safety in schools

The school will continue to provide a safe environment including online. This includes the use of an online filtering system.

Where children are using laptops in school, appropriate supervision will be in place.

Online safety away from school

It is critical that all staff members who work with children, even those who do so online, keep an eye out for any indications that a child could be in danger. These kinds of issues should be handled in accordance with the Child Protection and Safeguarding Policy. When necessary, referrals to children's social services and the police should also be made.

The school shall make sure that a risk assessment covering pertinent areas of protection is in place with regard to remote learning.

The code of conduct, which outlines professional standards for language, behaviour, and attire related to online education, must be adhered to by all employees.

All students must adhere to the code of conduct, which outlines standards for language, conduct, and attire in relation to online learning.

It is expected of all parents to observe the code of conduct, which includes safeguarding, and to refrain from posting anything on social media that pertains to their children's education.

Most of the time, students will learn in groups or classrooms. Sometimes one-on-one instruction is necessary. In such a situation, the school will carry out a personalised risk assessment with the goal of ensuring the safety of both the student and the staff member.

The school will guarantee that all platforms and/or software used for teaching and learning are appropriate and do not pose any privacy risks.

The headteacher should be consulted for any issues regarding behaviour that staff or students bring up during class.

Pupil behaviour

In accordance with the school's rules regarding safeguarding, child protection, and behaviour, the school will adhere to the guidelines when it receives reports of bullying, racism, or abuse of children against children.

In order to guarantee the young person's safety and security, the school will pay attention to them, their parents or guardians, and any other multi-agency partner that may be needed.

Concerns and actions must be noted, and the proper referrals must be made.

Support from the governing body

The governing body will continue to provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

