



Child Protection

SAFEGUARDING(CHILD PROTECTION) POLICY

Aims & Objectives

At Tawhid we aim to provide our students with:

A safe and secure learning environment in which all members of the school community can achieve their best

Date of last full review	17/10/2025
Date of next full review	October 2026
Review period	1 Year
Responsible	Governing Body
Designated Safeguarding Lead	U Mapara
Deputies DSL	Y Rawat, S Alibhai, A Baporia
Link Governor	Y Hafesji

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1.0 Introduction

The staff and the members of the Governing Body of Tawhid Boys School are very keenly aware of their responsibilities towards ensuring that all our students are offered a learning environment, which is safe and secure. Our children are a precious gift for us and to keep them safe and secure is our responsibility.

This policy is written with regard to Department for Education (DfE) latest guidance “Keeping Children Safe in Education” (KCSIE) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> and should be read alongside the statutory guidance “Working together to Safeguard Children” <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> and DfE departmental advice “What to do if you’re worried a child is being abused: advice for practitioners”, <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>. It also draws upon good practice within the Local Safeguarding Children Partnership procedures. It applies to all governors, teaching, non-teaching, supply and volunteer members of staff.

Section 175 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2014, Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children. In line with this requirement, the School has systems in place which are designed to:

- prevent unsuitable people working with, or coming into contact with students within the School
- promote safe practice and challenge poor or unsafe practice
- identify students who are 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
- identify students who may be susceptible to messages of violence and radicalisation and take appropriate action to ensure early intervention challenges extreme ideologies and diverts young people from the risk they face before illegality occurs
- contribute to effective partnership working between all those involved with providing services for students.

Significant harm

Significant harm can be defined as ‘the ill-treatment or impairment of health and development of a child or young person’ where:

- *development* includes mental, 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.

This policy must be implemented alongside the procedural guidance set out by the Local Children’s Safeguarding Partnership, Hackney (CHCSP)

2.0 Aims

- To ensure that all practices of the School and its stakeholders contribute towards the safeguarding and promoting of the welfare of all of our young people – the students' welfare is of paramount importance.
- To emphasise how the safeguarding and promoting of the welfare of all of our young people is the primary responsibility of all staff, volunteers and governors at the School.
- To detail the procedures to follow to ensure the safe recruitment of staff, governors and volunteers to the School.
- To outline the safe working practices that all staff, governors and volunteers should undertake when working with young people at the School.
- To communicate clear procedures for identifying, reporting and recording of suspected cases of abuse, extremism and radicalisation.

3.0 Terminology

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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 (KCSIE).

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm (Children Act 1989).

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism (Prevent Strategy, Home Office, 2011).

Extremism is the promotion or advancement of an ideology-based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

<https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024>

An **ideology** is a set of beliefs (Prevent Strategy, Home Office, 2011).

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

Child refers to all young people who have not yet reached their 18th birthday.

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

4.0 School's commitment

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

The School is committed to providing a safe, caring and welcoming environment where every child is able to reach their full potential free from harm, abuse and discrimination.

All staff and volunteers are expected to discharge their safeguarding responsibilities effectively and recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of or suffering abuse, to thrive.

The School will work together with all agencies to ensure there are adequate arrangements within the school to identify and support pupils at risk of harm.

The School will ensure there will be a Designated Safeguarding Lead (DSL) and Deputy safeguarding leads (DDSL) available on site at all time and to ensure they have the necessary training to manage safeguarding concerns

5.0 Role of the Governing Body

The Governing Body is expected to:

- ensure that the Safeguarding (Child Protection) Policy has effective systems and procedures to safeguard and promote the welfare of young people at the School

at school in line with the latest government guidance on Keeping Children Safe in Education (KCSIE, Sept 2025). These policies should include;

- an effective child protection policy which:
 - reflects the whole school approach to child on child abuse;
 - reflects reporting systems as set out at;
 - describe procedures which are in accordance with government guidance;
 - refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners;
 - includes policies as reflected elsewhere in Part two of the guidance, such as online safety and special educational needs and disabilities (SEND)
 - where appropriate, reflects serious violence. Further 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: county lines guidance;
 - is reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt;
 - is available publicly either via the school website or by other means.
 - a behaviour policy, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - a staff behaviour policy (sometimes called the code of conduct) which should, amongst other things, include low-level concerns, allegations against staff and whistleblowing, plus acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media.
 - appropriate safeguarding arrangements in place to respond to children who go missing from education, particularly on repeat occasions
- monitor the School's compliance with the Safeguarding (Child Protection) Policy
- have a lead person for safeguarding and child protection on the Governing Body who liaises with the Head teacher, Local Authority and/or partner agencies on these matters

The nominated governor is Mr. Yahya Hafesji.

- ensure that the school contributes to inter-agency working in line with the statutory guidance *Working Together to Safeguard Children 2023* including providing a coordinated offer of early help when additional needs are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
- ensure that school systems and procedures take into account the procedures and practice of the Local Authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Partnership
- verify that the School operates safer recruitment procedures and that appropriate checks are carried out on all staff, supply staff and volunteers at the School
- ensure that the School has clear steps for dealing with allegations of abuse against members of staff, supply staff and volunteers that comply with locally agreed guidance
- ensure the School upholds the Staff Code of Conduct
- ensure that a senior leader(s) (Designated Senior Person) in the School is designated with lead responsibility for dealing with child protection issues who will provide support to staff members to carry out their safeguarding duties and liaise closely with other services such as children's social care
- ensure that the Designated Senior Persons(s) within school have regular training from the Local Safeguarding Children's Partnership
- ensure that the DSL receives regular training from appropriate agencies with regard to the Prevent Agenda and raising awareness and vigilance to reduce extremism and protect vulnerable people from radicalisation
- ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe through provision of regular training on child protection issues
- ensure that a member of the Governing Body is nominated to liaise with the Local Authority in the event of an allegation being made against the Head teacher
- review the Safeguarding (Child Protection) Policy annually to ensure it is compliant with the latest local and national guidance.
- Where there is use of school premises by third parties, checks for all safeguarding procedures are in place to keep children safe with the organisation in line with KCSIE latest guidance ([After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/after-school-clubs-community-activities-and-tuition-safeguarding-guidance-for-providers))

Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated

Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

Human Rights Act 1998 ([legislation.gov.uk](https://www.legislation.gov.uk/ukpga/1998/42/contents)) <https://www.legislation.gov.uk/ukpga/1998/42/contents>
 Equality Act 2010 <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
 The Public Sector Equality Duty is a legal requirement for schools and colleges that are public bodies.
 Public Sector Equality Duty (advice for schools)
<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race. (KCSIE)

6.0 Role of the Head teacher

The Head teacher is expected to:

- ensure that the child protection policy and procedures are implemented and followed by all staff
- ensure the Designated Senior Person(s) is given the training and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings and to contribute to the assessment of children
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensure that students' safety and welfare is addressed through the curriculum

7.0 Role of the Designated Safeguarding Leads

All safeguarding concerns, suspicions and disclosures are reported to the School's Designated Lead for Safeguarding and Child Protection. This person is Usman Mapara. The Deputies Designated Safeguarding Lead is Yahya Rawat, Suleman Alibhai & ML Abubakr Baporia

The Designated (and Deputies) Safeguarding Lead(s) will:

- ensure each member of staff has access to and understands the School's Safeguarding (Child Protection) Policy and procedures, especially new and part time staff
- be alert to the specific needs of children in need, those with Special Educational Needs and young carers
- keep detailed, accurate, secure written records of concerns and referrals
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- ensure the school Safeguarding (Child Protection) Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing body regarding this
- ensure the Safeguarding (Child Protection) Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- ensure all online filtering and monitoring is in place in line with Test filtering requirements as set out in the latest KCSIE guidance on all school devices and school networks. (the Department for Education has published filtering and monitoring standards, Paragraph 142 KCSIE Sept 2023). Liaise with staff in charge of IT in relation to school cyber security in order to safeguard all systems
- link with the Local Safeguarding Children's Partnership to ensure staff are aware of training opportunities and the latest local policies on safeguarding
- ensure that all Staff within school have regular updates as well as updated annual training on safeguarding and child protection
- link with appropriate outside agencies to ensure staff receive training on the Prevent Agenda, and the means by which to identify extremism and prevent radicalisation
- ensure the School Single Central Record is maintained and up-to-date
- keep a record of staff attendance at safeguarding and child protection training
- 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 student file

In managing referrals, the Designated Safeguarding Lead will:

- refer all cases of suspected abuse to the Local Authority children's social care team and:
- the Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member)
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)

- Police (cases where a crime may have been committed).
- liaise with the head teacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

8.0 Role of staff

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos. 8 can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.

All staff are expected to:

- be familiar with, and implement, safe working practices outlined in this policy (see Appendix 1) and other school procedures including Part 1 of the latest KCSIE government guidance
- be familiar with and alert to the key indicators of abuse and vulnerability to radicalisation
- be familiar with the School behaviour policy, which include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- know the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- know the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- ensure that they take all reasonable steps to minimise the risk of harm to young people at the School and home
- ensure they take all reasonable steps to challenge extremist ideologies especially

- to have knowledge of online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring
- contribute to a supportive culture where young people are able to report concerns
- report any abuse, suspected abuse or concerns regarding extremism/radicalisation to the Designated Senior Person(s) immediately and where required support social workers to take decisions about individual children
- report any concerns regarding the behaviour of an adult working at the School to the Head teacher; and if the concern is regarding the Head teacher, then report this to the Chair of Governors
- undertake regular safeguarding and child protection training promote the fundamental British values, including 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
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and /or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. (KCSIE Sept 2023, Para. 51)

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

9.0 Safeguarding information for Students

The School recognises that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all students, and especially those at risk of, or suffering from, abuse.

The School will therefore:

- establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to
- ensure that students know that there are adults in the school who they can approach if they are worried or are in difficulty
- include in the curriculum activities and opportunities for PSHCE & RSHE which equip students with the skills they need to stay safe from abuse and which will help them develop realistic attitudes to the responsibilities of adult life
- embed the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs in the School curriculum and all activities in and out of school
- make arrangements for consulting with and listening to students through the Student Shura (Council), displays, suggestion boxes etc.

10.0 Safeguarding information for parents

The School will ensure the Safeguarding (Child Protection) Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect and vulnerability to radicalisation may be made and the role of the school in this.

Parents will be expected to support the School's ethos and the Safeguarding (Child Protection) Policy by demonstrating mutual respect and tolerance for all, promoting fundamental British values and rejecting all forms of discrimination and extremism.

Schools are likely to be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online (KCSIE)

11.0 EARLY HELP

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation • is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child

In line with managing internally, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support

12.0 Recognising Abuse, Neglect & Exploitation

12.0 ABUSE: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by

others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children

12.1 Neglect: persistent or severe neglect, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive,

Lookout for:-

- ❑ persistent stomach aches feeling unwell, and apparent anorexia can be associated with physical neglect;
- ❑ underweight
a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern;
- ❑ Inadequate clothing
a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child' from thriving.

Other signs could be any 1 or more of the following:

- ❑ Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- ❑ Clothing that is dirty, too big or small, or inappropriate for weather conditions
- ❑ Frequently left unsupervised or alone
- ❑ Frequent diarrhoea
- ❑ Frequent tiredness
- ❑ Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- ❑ Frequently hungry
- ❑ Does not always bring a packed lunch
- ❑ Overeating junk food

Physical Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedure in the case of neglect where the child's development is being adversely affected.

12.2 Physical abuse: actual or likely physical injury to a child, or failure to prevent physical (or suffering) to a child including deliberate poisoning, suffocation and Munchausen's syndrome by proxy,

The following are often regarded as indicators of concern:

- ❑ an explanation which is inconsistent with an injury;
- ❑ several different explanations provided for an injury;
- ❑ unexplained delay in seeking treatment;
- ❑ the parents/carers/guardians are uninterested or undisturbed by an accident or injury;
- ❑ parents are absent without good reason when their child is presented for treatment;
- ❑ repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury);

- ❑ family use of different doctors and A&E departments;
- ❑ reluctance to give information or mention previous injuries.

Lookout for:-

- ❑ black eye(s) i.e. punch in the face;
- ❑ finger marks i.e. slap on the face cheeks, thighs or buttocks;
- ❑ facial bruises i.e. pinching or grabbing of the cheeks;
- ❑ facial cuts or grazes;
- ❑ bruised nose;
- ❑ bruised or cut lips;
- ❑ bruising on or near the ears i.e. caused by grabbing the ears;
- ❑ bruises and grazes to other parts of the body;
- ❑ grip marks on arms
- ❑ teeth marks;
- ❑ cigarette burns;
- ❑ burns or scalds;
- ❑ Pupil experiencing pain when a part of the body is touched i.e. due to fractures.

Note: Some of these can also happen accidentally e.g. a pupil falling down can get bruises on their arms and legs or get grazing on their faces even a black eye if their face falls on an object. Some areas of the body are unlikely to get injured/burnt in accidents e.g. inside of the arms or genitals. If abuse is possible, then the pupil's explanation should be examined to see if it matches the nature and severity of the injury. The frequency of the injuries should also be considered

12.3 Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Possible signs of sexual abuse include:

- the child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- sexual activity through words, play or drawing
- repeated urinary infections or unexplained stomach pains
- the child is sexually provocative or seductive with adults
- inappropriate bed-sharing arrangements at home
- severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- eating disorders such as anorexia or bulimia.

Lookout for: -

- ❑ aches or pains in the genital or anal areas;
- ❑ a fear of medical examinations;
- ❑ bruising (including grip marks) anywhere near the genital or anal areas including lower abdomen and thighs;

- ❑ urinary tract infections;
- ❑ sexually transmitted disease;
- ❑ promiscuity;
- ❑ a fear of being alone;
- ❑ detailed sexual knowledge inappropriate to the age of the child;
- ❑ excessive affections (even sexual) towards other children or adults;
- ❑ masturbation in public places;
- ❑ sexually explicit drawings or scribbling;
- ❑ pupil trying to disclose some information about the sexual abuse (sometimes they will only give partial information);
- ❑ a sudden loss of appetite;
- ❑ compulsive eating.

12.4 Child Sexual Exploitation (CSE):

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Supporting practice in tackling child sexual abuse - **CSA** Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse

<https://www.csacentre.org.uk/research-resources/practice-resources/helping-education-settings-identify-and-respond-to-concerns/>

12.5 Child Criminal Exploitation (CCE): Serious Violence/County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of serious violence and county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in serious violence/county lines are missing episodes in education, a change in friendships or relationships with older individuals or groups, significant decline in performance, signs of self-harm or significant change in wellbeing, signs of assault or unexplained injuries, drug or alcohol misuse, missing for periods of time or regularly home late. Unexplained gifts or new possessions are also indicators of children being involved with individuals associated with criminal networks or gangs.

When the victim may have been trafficked for the purpose of transporting drugs, like other forms of abuse and exploitation, 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; single/mixed sexed;
- any vulnerable adult over the age of 18 years.

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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-based methods of 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. More information includes definitions and indicators in Annex B, KCSIE Sept 2023. See also Para 175 for more information on Children who are absent from education)

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 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf

12.6 Emotional abuse:

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

All abuse involves some form of emotional ill treatment - this category should be used where it is the main or sole form of abuse.

Possible signs are:

- ☐ Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a pupil withdraws or becomes clingy
- ☐ Obsessions or phobias
- ☐ Sudden underachievement or lack of concentration
- ☐ Seeking adult attention and not mixing well with other pupils
- ☐ Sleep or speech disorders
- ☐ Negative statements about self
- ☐ Highly aggressive or cruel to others
- ☐ Extreme shyness or passivity
- ☐ Running away, stealing and lying

Mental Health (Guidance KCSIE SEPT 2023, par. 41-44)

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a

mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

12.7 Honour based Abuse

So-called 'honour-based' Abuse (HBA) encompasses 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. All forms of so called HBA are abuse (regardless of the motivation). All Staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBA.

12.8 Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Operation Encompass includes information for schools on the impact of domestic abuse on children <https://www.operationencompass.org/>

12.9 Female Genital Mutilation (FGM): Educating our pupils

Female Genital Mutilation (FGM) comprises all procedures 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 with long-lasting harmful consequences.

FGM is extremely traumatic, can be fatal, and has significant short and long term medical and psychological implications. FGM causes physical, psychological and sexual harm which can be severely disabling. It is illegal in the United Kingdom. FGM is a deeply rooted tradition, widely practiced mainly among specific ethnic populations in Africa and parts of Asia, which serves as a complex form of social control of women's sexual and reproductive rights. The school does not promote the practice of FGM. Our pupils will be educated on FGM through the PSHCE & RE Programme of studies as it is imperative for future adult life.

12.10 Prevalence of forced marriages: Educating our pupils

No major world faith condones forced marriage. The freely given consent of both parties is a prerequisite of all Christian, Muslim, Jain, Sikh and Hindu marriages. This is also the view Tawhid Boys School will promote.

The majority of cases reported to date in the UK involve South Asian families, but there have been cases involving families from across Europe, East Asia, the Middle East and Africa. Some forced marriages take place in the UK with no overseas element, while others involve a partner coming from overseas or a British national being sent abroad. Our pupils will be educated about forced marriages through the RE and PSHCE programme of study.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Useful link for The right to choose: government guidance on forced marriage

<https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fthe-right-to-choose-government-guidance-on-forced-marriage&data=04%7C01%7CAndrew.Lewis5%40homeoffice.gov.uk%7Cece63eeca704ccd01f208da0b5f9097%7Cf24d93ecb2914192a08af182245945c2%7C0%7C637834802326593756%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAilCJQIjoiV2luMzliLjBjBTIl6k1haWwlcjVCI6Mn0%3D%7C3000&sdata=9Jq%2FHHOmBie6HH5OjCH0SChqZNjthHurqLJaqH2dtlc%3D&reserved=0>

13.0 Recognising Extremism, Radicalisation Terrorism

Definition:

Extremism: is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

Radicalisation: is the process of a person legitimising support for, or use of, terrorist violence.

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

Definition (New definition March 2024)

[https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024#:~:text=Extremism%20is%20the,1\)%20or%20\(2\).](https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024#:~:text=Extremism%20is%20the,1)%20or%20(2).)

Extremism is the promotion or advancement of an ideology-based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

[https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024#:~:text=Extremism%20is%20the,1\)%20or%20\(2\).](https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024#:~:text=Extremism%20is%20the,1)%20or%20(2).)

Section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015") places a duty on schools to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Also, School must have regard to statutory guidance issued under

section 29 of the CTSA 2015, paragraphs 57-76 of the Revised Prevent duty guidance: England & Wales. 'Having due regard' means that schools should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

The following guidance provides examples of potential indicators for assessing an individual's vulnerability to being drawn in terrorism. The examples are not exhaustive and vulnerability may manifest itself in other ways; there is not a simple profile. The guidance is written with regard to the Home Office guidance "Channel: Protecting Vulnerable People from Being Drawn into Terrorism" (2015) and "Channel: Vulnerability Assessment Framework" (2012). Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate in carrying out its functions. Schools are listed under the CTSA 2015 as partners required cooperating with local Channel panels

Engagement: Example needs, susceptibilities, motivations and contextual influences that make individuals **vulnerable** to engagement with an extremist group, cause or ideology include:

- feelings of grievance and injustice
- feeling under threat
- a need for identity, meaning and belonging a desire for status
- a desire for excitement and adventure
- a need to dominate and control other
- susceptibility to indoctrination
- a desire for political or moral change
- opportunistic involvement
- family or friend's involvement in extremism
- being at a transitional time of life
- being influenced or controlled by a group
- relevant mental health issues

Example indicators that an individual **is** engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
- attempts to recruit others to the group/cause/ideology
- communications with others that suggest identification with a group/cause/ideology.

Intent to cause harm:

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a **readiness to use violence** and address what the individual would do and to what end. They can include:

- Over-identification with a group or ideology
- 'Them and Us' thinking
- dehumanisation of the enemy

- attitudes that justify offending
- harmful means to an end
- harmful objectives.

Example indicators that an individual has an ***intention to use violence*** or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- using insulting or derogatory names or labels for another group
- speaking about the imminence of harm from the other group and the importance of action now
- expressing attitudes that justify offending on behalf of the group, cause or ideology
- condoning or supporting violence or harm towards others
- plotting or conspiring with others.

Capability to cause harm:

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Example indicators that an individual is capable of directly or indirectly causing harm include:

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

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.

<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html

14.0 Online Safety (See School Online Safety Policy)

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify intervene in and escalate any incident where appropriate. The school adopts the DFE guidance on ensuring appropriate filtering and monitoring systems are in place determined by the standards;

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

The School will use the tool kit to self-assess the filtering and monitoring against the standards to receive personalised recommendations on how to meet them; <https://www.gov.uk/guidance/plan-technology-for-your-school>

The Department has also published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

<https://www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safety-expectations>

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

- **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Further information can be obtained from the UK Council for Internet Safety (UKCIS, 2020)

The School's Online Safety Policy sets out a clear framework on the use of all technology in the school, how safety is managed to minimise the risk and any potential harm. All Staff are also inducted through planned training on the Online Safety Policy annually

Education at home (Remote Education / Learning)

Where children are being asked to learn online at home the DFE has provided advice to support schools do so safely: safeguarding-in-schools-colleges-and-other-providers and safeguarding-and-remote-education. Guidance to support schools understand how to help keep pupils, students and staff safe whilst learning remotely can be found at <https://www.gov.uk/guidance/safeguarding-and-remote-education>

LGFL 'Undressed' <https://undressed.lgfl.net/> provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

Additional information to support governing bodies and proprietors keep their children safe online (including when they are online at home) is provided in Annex D, KCSIE Sept 2025.

The Safeguarding (Child Protection) Policy should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Attendance and Punctuality Policy
- Behaviour Policy
- Complaints Policy
- Confidentiality Policy
- Data Protection Policy
- Disciplinary Policy
- Equal Opportunities Policy
- Equalities Policy
- External Speakers and Charities Policy

- First Aid SOP
- Gifts and Hospitality Policy
- Health and Safety Policy
- Home School Agreement
- ICT Acceptable Use Policy
- Induction Policy
- Educational Visits Policy
- Online Safety Policy
- PSHCE Policy
- Pupil Emotional Health and Wellbeing Policy
- Recruitment Policy
- Remote Learning Policy
- SEND – Inclusion Policy
- Relationship, Sex and Health Education (RSHE) Policy
- Social Media Policy
- Staff Handbook & Code of Conduct
- Whistleblowing Policy

15.0 Further information

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
Early Help	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2	Working together to safeguard children

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
“Honour Based Violence” (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges https://www.gov.uk/guidance/plan-technology-for-your-school	Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

16.0 Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

16.1 Child in Need and Child Protection Plans

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. (see Par.109-112, KCSIE Sept 2020)

16.2 Children requiring mental health support

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing Bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support; this includes working with external agencies. More information can be found in the mental health and behaviour in school's guidance which has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people. <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

16.3 Looked after Children and Previously Looked after Children (LAC)

Looked after Children are particularly vulnerable - the most common reason for children becoming looked after is as a result of abuse and/or neglect. The DSL will ensure that staff have the skills, knowledge and understanding necessary to keeping Looked after Children safe. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child. The DSL will keep details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

16.4 SEND PUPILS

The School recognises that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

To ensure that all of our students receive appropriate protection, we will give special consideration to children who are:

- disabled or have Special Educational Needs;

- living in a domestically abusive situation;
- affected by parental substance misuse;
- asylum seekers;
- regularly absent from school;
- attending alternative provision or subject to a managed move;
- living away from home (frequent movers);
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- living a transient lifestyle;
- living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- involved directly or indirectly in prostitution or child trafficking;
- speakers of another first language;
- children that are subject to a Child Protection Plan;
- children that may be vulnerable to messages of violence and extreme ideologies.

Further information can be found in the department's:

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-years)

[Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/supporting-pupils-with-medical-conditions-at-school)

[Find your local IAS service \(councilfordisabledchildren.org.uk\)](https://councilfordisabledchildren.org.uk/)

[Learning Disability - Down's Syndrome - Williams syndrome | Mencap](https://www.mencap.org.uk/learning-disability-downs-syndrome-williams-syndrome)

<https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children#risk-and-vulnerability-factors>

16.5 Children Missing from Education(CME)

A child going missing from education is a potential indicator of abuse or neglect. The School will ensure its procedures for dealing with children who go missing from education, particularly on repeat occasions, are rigorously implemented to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in the future.

The School will inform the Local Authority (LA), in line with LA procedure of any students who is going to be entered and deleted from the admission register where they:

- have been newly registered into the school;
- have completed their schooling at the age of 16
- 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 GP or medical practitioner as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age;
- have been permanently excluded.

This be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register.

The School will inform the Local Authority of any student who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 5 school days or more, at such intervals as are agreed between the school and the Local Authority (or in default of such agreement, at intervals determined by the Secretary of State, 10 school days). The School will work closely together with the Local Authority to fulfill its obligations as set out in the statutory Guidance for local authorities "Children Missing Education September 2016".

The School will follow the DFE statutory guidance on school attendance;

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

16.6 Children who may be Lesbian, Gay, Bi, Trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT, or questioning their identity, can be targeted by other children. In

some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who are.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and create a culture where they can speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. (KCSIE Sept 2023, Para 203 – 205) [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education)

17.0 School Procedures regarding the Protection of Children under its supervision:

Key consideration: The confidentiality, care and welfare of the child are of paramount importance

17.1 Initial Cause for Concerns

There will be occasions when, in the absence of a disclosure, staff may suspect that a student may be at risk, but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre or concerning, students might write stories or poetry that reveal confusion, distress or extreme beliefs, or physical but inconclusive signs may have been noticed. In these circumstances, staff will give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the student if they are OK or if they can help in any way. If the member of staff remains concerned, they should use the Cause for Concern Form to record early concerns of any nature – suspected abuse or concerns relating to extremism – and hand it to the Designated Senior Person.

17.2 Referral to Children's Social Services

Any member of staff, who has reason to suspect that a child has been ill-treated, injured or is at risk for whatever reason should immediately inform:

Mr. U Mapara - Designate Safeguarding Lead (DSL)
MR S Alibhai - Deputy Designate Safeguarding Lead (DDSL)
ML A Baporia - Deputy Designate Safeguarding Lead (DDSL)
Mr. Y Rawat - Deputy Designate Safeguarding Lead (DDSL)
Mr. Y Hafesji - Link Governor for child protection & Safeguarding

If the Designated Senior Person(s) is unavailable or the member of staff determines that there is an imminent risk of abuse or harm to a young person, they may call Hackney Children's Social Care, police or the NSPCC

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help and protect the child, for example, call 999
- report your concern to the DSL by 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 record of concern
- seek support for yourself if you are distressed.

Key contacts

Police (Stoke Newington)
Local Authority

Contact Details

020 7275 3281
City & Hackney Safeguarding
Children Partnership

Designated Officer for; allegations against staff or disclosures about professionals that work with children. To make referrals use [online form](#)

Hackney LADO
LiezelleRoux@hackney.gov.uk
OR LADO@hackney.gov.uk
(020 8356 4569)

If unavailable, call the Safeguarding Duty Service on [020 8356 8082](tel:02083568082) to leave a message

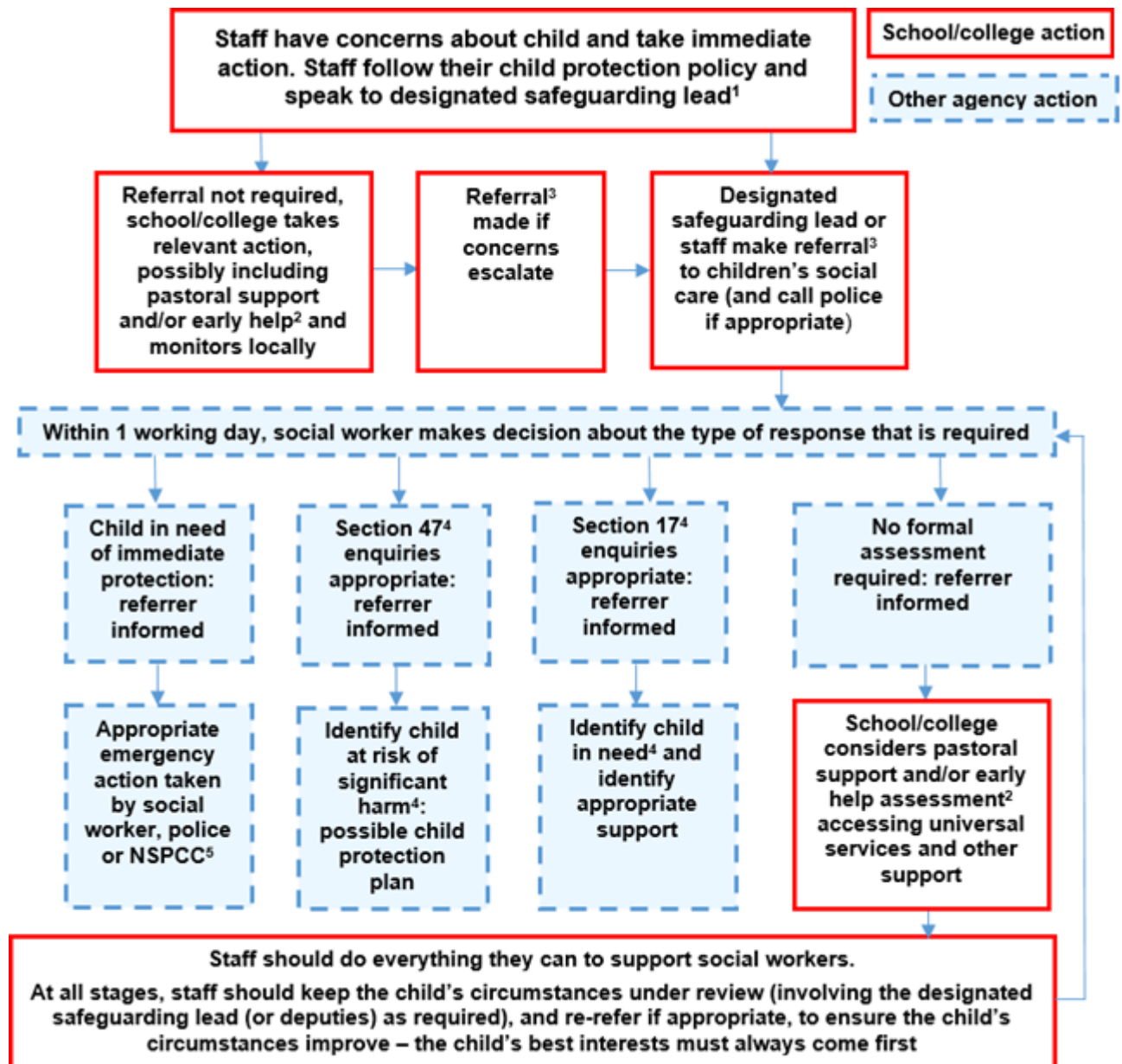
Advice and Referrals contact:

Any suspected immediate risk to any child or children should be responded to immediately and the case referred to the First Access Screening Team

FAST Team [020 8356 5500](tel:02083565500) Out of Hours call: **[020 8356 2710](tel:02083562710)** For more details about the Hackney

FAST Team please see Appendix 3

Actions where there are concerns about a child



1 In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance. 2 Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process. 3 Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children. 4 Under the Children Act 1989, 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. Under section 47 of

the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children. 5 This could include applying for an Emergency Protection Order (EPO).

17.3 Disclosures of abuse

If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the students, staff will:

- allow them to speak freely
- endeavour to utilise a neutral translator if necessary
- remain calm and collected – the student may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – 'I'm sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences – staff must remember how hard this must be for the student
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student's mother think about all this
- tell the student that in order to help them, the member of staff must pass the information on
- do not automatically offer any physical touch as comfort - it may be anything but comfort to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be interpreted by the child to mean that they have done something wrong

Following the conversation the staff will:

- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the Cause for Concern Form and hand it to the DSL
- seek support if they feel distressed.
 - tell the student what will happen next - the student may agree to go to see the DSL otherwise it is the duty of the member of staff to inform the DSL of what has been discussed (if the student does agree to go and see the DSL, the staff member should inform the DSL that the child will be coming to see them at some point).

The DSL will then decide what course of action should be taken. The contents of the form may be used in the following ways:

- a) Immediate referral to First Response Team or LADO.
- b) Kept for future reference if suspicions of original referral maybe "gut feeling" rather than supported by evidence.
- c) Filed securely marked in a folder with the DSL to ensure that further monitoring of the child will take place.

Referrals regarding extremism will be made to children's social care. In line with government advice, a Channel Co-ordinator/Police Practitioner will be fully embedded in the safeguarding arrangements of children's social care if required. Where assessment does not indicate a genuine vulnerability to being drawn into terrorism, a case will be signposted to other more appropriate support services following consultation with the LADO.

17.4 Notifying parents

The School will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Childrens Social Services and The LADO.

17.5.1 School Procedure regarding the management of situations where there are allegations of abuse made against other children (Child on Child Abuse)

At Tawhid Boys School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Anti Bullying and Behaviour Policy.

Peer on peer abuse can include: bullying, sexual bullying at school; being coerced to send sexual images; physical and sexual assaults and violence; child sexual exploitation and teenage relationship abuse. The School takes peer on peer abuse seriously and all staff are clear that peer on peer abuse should not be passed off as "part of growing up" or "banter".

In dealing with peer on peer abuse, the School recognises:

- that peer on peer 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 relationship between sexual exploitation, serious youth violence, and teenage relationship abuse, and the need to ensure it is recognised when young people are experiencing multiple forms of abuse;
- 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 peer on peer abuse can be influenced by the nature of the environments in which young people spend their time (e.g. exposure to violence on the streets, exposure to harmful social norms related to gender, relationships and consent);
- that peer on peer abuse hinges upon young people's experiences of power, and ultimately the notion of consent (while young people who abuse their peers have power over the young person they are harming, they may be simultaneously powerless in relation to some peers who are encouraging their behaviour or in the home where they are being abused).

The School also recognises that an alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Any decision on action in respect of the alleged perpetrator must be based on the risk they pose to other children and what can be done to minimise this risk. Assessment of an alleged perpetrator's needs will include consideration of:

- 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, and the nature and degree of the risk;
- the young person's need for services, both those which relate to his/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; and
- whether action is to be taken within the criminal justice system.

17.5.2 Child on Child abuse: Youth produced sexual imagery (sexting)

There is no clear definition of sexting, however, the school adopts the UK Council for Child Internet Safety definition and advice for dealing with 'youth produced sexual imagery' as set out in 'Sexting in

Schools and Colleges: Responding to Incidents and Safeguarding Young People'. Youth produced sexual imagery includes incidents where:

- a person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18;
- a person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- a person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

Youth produced sexual imagery does not include:

- the sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police;
- young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal:

- it is an offence to possess, distribute, show and make indecent images of children;
- the Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.
- The law criminalising indecent images of children was created long before mass adoption of the internet, mobiles and digital photography. Despite this, young people who share sexual imagery of themselves, or peers, are breaking the law.

Incidents of sexting will be dealt in line with the School's Safeguarding (Child Protection) procedures.

In responding to an incident or disclosure regarding youth produced sexual imagery, the School will aim to establish:

- whether there is an immediate risk to a young person or young people;
- if a referral should be made to the police and/or children's social care;
- if it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed;
- what further information is required to decide on the best response;
- whether the imagery has been shared widely and via what services and/or platforms - this may be unknown;
- whether immediate action should be taken to delete or remove images from devices or online services;
- any relevant facts about the young people involved which would influence risk assessment;
- if there is a need to contact another school, college, setting or individual;
- whether to contact parents or carers of the pupils involved - in most cases parents/carers should be involved, unless informing the parent/carer will put the young person at risk of harm.

An immediate referral to Police and/or Children's Social Care will be made if, at this initial stage:

- the incident involves an adult;
- there is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs);
- what the School knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;
- the imagery involves sexual acts and any pupil in the imagery is under 13;
- the School has reason to believe a pupil or pupils are at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or selfharming.

If none of the above apply then the School may decide to respond to the incident without involving the Police and/or Children's Social Care (the School can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the Police and/or Children's Social Care will be made in cases when the Designated Safeguarding Lead and Head Teacher are confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the School's pastoral support and disciplinary framework and if appropriate local network of support. For example, if a young person has shared imagery consensually, such as when in a romantic relationship, and there is no intended malice, it is usually appropriate for the School to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, will generally be referred to police and/or children's social care.

If at the initial review stage, a decision is made not to refer to Police and/or Children's Social Care, the Designated Safeguarding Lead will conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks. When assessing the risks the following will be considered:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of imagery?
- What is the impact on the pupils involved?
- Do the pupils involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Adults will not view youth produced imagery unless there is good and clear reason to. In making that decision, the School will need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved);
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report;
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery, the School will:

- never copy, print or share the imagery; this is illegal;
- ensure viewing is undertaken by the Designated Safeguarding Lead or another member of the safeguarding team with delegated authority from the Head Teacher;
- ensure viewing takes place with another member of staff present in the room, ideally the Head Teacher or a member of the senior leadership team. This staff member does not need to view the images;
- wherever possible, ensure viewing takes place on school premises, ideally in the Head Teacher or a member of the Senior Leadership Team's office;
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery;
- record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions.

If a decision is made to inform the Police and any devices need to be seized and passed to the Police, then the device(s) will be confiscated, turned off and placed under lock and key until retrieved by the Police.

If a decision is made that other agencies do not need to be involved, consideration will be given to deleting the imagery in line with the E- Safety Policy and the DfE guidance 'Searching, Screening and Confiscation' which advises that schools have the power to search pupils devices, search data on devices and delete youth produced sexual imagery. The School will not search devices and delete

imagery unless there is good and clear reason to do so. The pupil should be asked to delete the imagery and confirm deletion.

In line with the school's general safeguarding procedures, all decisions and actions, including dates and times and reasoning will be logged.

17.5.3 Child on Child abuse: sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, pupils and school staff are supported and protected as appropriate.

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 “boys being boys”;
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms and genitals. Dismissing or tolerating such behaviours has the potential to normalise them.

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 essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

As with all safeguarding concerns, it is important that in such instances staff take appropriate action in accordance with the Safeguarding (Child Protection) Policy. Staff should not assume that someone else is responding to any incident or concern. If in any doubt, staff should speak to the Designated Safeguarding Lead (or a deputy). In such cases, the basic safeguarding principles remain the same, but it is important for the school to understand why the victim has chosen not to make a report themselves. This discussion should be handled sensitively and with the support of Children's Social Care if required.

There may be reports where the alleged sexual violence or sexual harassment involves pupils from the same school but is alleged to have taken place away from the school premises, or online. There may also be reports where the children concerned attend two or more different schools. The safeguarding principles, and individual school's duties to safeguard and promote the welfare of pupils, remain the same. In such circumstances, appropriate information sharing and effective multi-agency working will be especially important (Sexual violence and sexual harassment between children in schools and colleges, DfE, 2019).

Allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation
- Bullying (could take all forms)
- Sexual Abuse / Sexual Harassment
- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods (Initiation Ceremonies). Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

17.5.4 Minimising the risk of safeguarding concerns towards pupils from other students

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves. These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

17.5.5 What to do (Child-on-Child Abuse)

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed immediately.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Action following a report of sexual violence and/or sexual harassment What to consider

The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response by the school or college.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual behaviour (HSB) has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school or college staff, and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, the school should follow general safeguarding principles as set out in latest KCSIE guidance. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted) (KCSIE Sept 2023)

17.6 School Procedure regarding the management of situations where there are allegations of abuse made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

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

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children; or
- behaved in a way that calls into question their suitability to work with children (including the promotion of extreme ideologies)

Then the allegation will be dealt with in accordance with national guidance and agreements, as implemented by the Local Safeguarding Children's Partnership

- The Head teacher, rather than the DSL will handle such allegations, unless the allegation is against the Head teacher, when the Chair of Governors will handle the School's response.
- The Head teacher and/or Chair of Governors must discuss the allegation with the Local Authority Designated Officer (LADO). The full procedures for dealing with allegations against staff can be found in the Local Safeguarding Children's Partnership policy on allegations against staff and Statutory Guidance produced in 'Keeping children safe in education', Sept 2022, Part 4. (Also see Flow Chart Pg. 22 Part 1, KCSIE Sept 2023)
- Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.
- Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- The School will make a referral to the Disclosure and Barring Service (DBS) if any member of staff is disciplined, dismissed, is currently under investigation or leaves prior to the end of an investigation for causing emotional, psychological, physical or sexual harm, neglect or risk of harm to children.

Supply Teachers:

Whilst the schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should the school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Initial considerations:

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay. Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The designated officer(s) should be informed of all allegations that come to a school's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know. However, there will be some cases that require a strategy discussion with Children's Social Care and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers.

In the event of an allegation being made, the School will make every effort to maintain confidentiality and guard against unwanted publicity. Parents and carers will be made aware that under s141F of the Education Act 2011, there is a prohibition on reporting or publishing allegations about teachers, this includes via social media e.g. Facebook, Twitter etc and if breached this could lead to prosecution. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.

17.7 Concerns and or allegations that do not meet the harm threshold

The School will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. All low level concerns need to be reported to the DSL

Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:

- encourage an open and transparent culture
- enable schools to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or • humiliating pupils.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. It is crucial that all low-level concerns are shared

responsibly with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools from becoming the subject of potential false low-level concerns or misunderstandings.

If the DSL, after consultation with Deputies, are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.

All low-level concerns should be recorded in writing on staff file and kept confidential. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. All records must be held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

Records should be reviewed so that potential patterns of concerning, inappropriate, problematic or concerning behaviour can be identified. Where a pattern of such behaviour is identified, the school should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be referred to the LADO (as per Part four KSCIE, Section one). Consideration should also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.

All records will be retained at least until the individual leaves their employment. References Part three of KCSIE guidance is clear that schools should only provide substantiated safeguarding concerns/allegations that meet the harm threshold in references. Low-level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. However, where a low-level concern (or group of concerns) meets the harm threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference

Responding to low-level concerns

The procedure for responding to reports of low-level concerns will be as follows;

- If the concern has been raised via a third party, the head teacher/principal (or a nominated deputy) should collect as much evidence as possible by speaking:
 - directly to the person who raised the concern, unless it has been raised anonymously, and
 - to the individual involved and any witnesses.
- The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. This information needs to be recorded in writing along with the rationale for their decisions and action taken.

More detailed guidance and case studies on low-level concerns can be found in Developing and implementing a low-level concerns policy (farrer.co.uk). <https://www.farrer.co.uk/news-and-insights/developing-and-implementing-a-low-level-concerns-policy-a-guide-for-organisations-which-work-with-children/>

The Lucy Faithfull Foundation in collaboration with the Home Office, has developed 'Shore Space', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour. <https://shorespace.org.uk/>

17.8 Support for those involved in a child protection issue

The School will support students, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (DSL) 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 student, to avoid any conflict of interest
- responding sympathetically to any request from students 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 help lines, counselling or other avenues of external support
- following the procedures laid down in the School's complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies

17.9 Record keeping

All records of child protection concerns, disclosures or allegations will be treated as sensitive information and kept together. Child protection information will be stored separately from the student's school file. The information will be shared with those who need to have it. If information is removed from the file for any reason, a card will be placed indicating where the information has gone, when it was removed and who removed it.

All Child Protection Files will be kept together in a secure place. The filing system will be accessed via the DSL. Any electronic information will be password protected and only made available to relevant individuals.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Further information about serious case reviews can be found in Chapter four of Working Together to Safeguard Children. Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information with the right people within and between agencies;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

17.10 Record transfers

It is imperative that relevant child protection information is forwarded to the new establishment as quickly as possible. 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.

Where a parent elects for Home Education, the child is from a traveller, migrant and/or where the receiving school's identity is not known, the Designated Safeguarding Lead should contact Children's Social Care for advice.

17.11 Access to Child Protection Files

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear power to share, hold and use information for these purposes. (KCSIE)

The safety and welfare of a child must always be considered when making decisions about whether to share confidential information. Child protection records are normally exempt from the disclosure provisions of the Data Protection Act 2018 & the UK GDPR, which means that, individuals (including children and parents) do not have an **automatic** right to see them. Any child who has a Child Protection File does have the right to access their personal record, unless to do so would affect their health or well-being or that of another person, or would be likely to prejudice an ongoing criminal investigation.

Parents (i.e. those with parental responsibility in law) are entitled to see their child's Child Protection File, on behalf of their child, with the same exceptions applying as to the child's right to access. An older child may be entitled to refuse access to their parents. The School will take advice about information sharing with parents if they have particular concerns about doing so. However, it is generally good practice to share information held, unless there is a valid reason to withhold it, e.g. if by doing so would put the child at significant risk of harm. If a parent makes a request to access the file on the child's behalf, it should be done in writing.

Access to the information on file should be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the **welfare of the child is paramount**. It would be unlikely that every member of staff needs to know the details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case. Essentially, if someone receives information in *his/her professional capacity* and the person giving that information *believes* it will be treated securely, and that belief is reasonable, then the recipient of the information will be *under a duty* to treat it securely.

18.0 Confidentiality

Staff cannot and should not propose total confidentiality and will act in accordance with the best interests of the pupil at all times.

If a pupil discloses information which is sensitive, not generally known and which the pupil asks not to be passed on, the request should be honoured, unless in doing so the teacher is unable to fulfil their professional responsibilities in relation to a) Child Protection and b) co-operating with the Police, c) referral to external agencies where a life is in danger.

All staff are expected to:

- ensure that information they receive about students is treated in a discreet and confidential manner
- seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them
- be cautious about passing information to others about a student.

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

- processed for limited purposes
- adequate, relevant and not excessive
- accurate

- kept no longer than necessary

Records of concern and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information will not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Further details on information sharing can be found:

- In chapter one of <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- at <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>. The seven golden rules for sharing information will be especially useful
- at <https://ico.org.uk/for-organisations/education/> which includes ICO UK GDPR FAQs and guidance from the department
- in <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools> Guidance to support schools with data protection activity, including compliance with the UK GDPR

19.0 Complaints

The School complaints procedure will be followed where a student or parent raises a concern about child protection action.

Where staff or volunteers wish to raise concerns they should be raised with the School's management team under the Whistleblowing Policy.

20.0 Safer Recruitment

The School has a 'Safer Recruitment Policy' which outlines the procedures for the recruitment and selection of staff to the School. All staff should endeavour to follow this during the recruitment and vetting of new staff. The School will also adhere to the guidance set out in the Part 3 (KCSIE Sept 2023).

HR personnel are trained in Safer Recruitment and are responsible for ensuring that records, documentation and checks are conducted for all employees. For all appointments, there should be at least one member of staff who should be trained for Safer recruitment

In particular, the School will:

- ensure that all posts are advertised, ensuring that the advertisement makes prospective applicants aware of the School's commitment to safeguarding and the requirement for an enhanced DBS disclosure with barred list information for people working in regulated activity with children. Candidates will be informed that online searches will be carried out as good practice.
- ensure that an application form is used and that C.Vs are not accepted;
- prepare and provide a Job Description and Person Specification when posts are advertised;
- check the application form so that it has a full employment history with no gaps;
- ensure that at least one member of staff involved in the recruitment process has undertaken accredited safer recruitment training;
- ensure shortlisting is undertaken with reference to the person specification for the post;

- ensure that the necessary due diligence checks are completed before interview
- ensure two written references are sought on all shortlisted candidates, including internal ones, directly from referees before interview so that any concerns can be explored further with the referee prior to interview and taken up with the candidate at interview;(Sept 2016)
- explore the candidate's commitment to safeguarding and promoting the welfare of young people during the interview process;
- use original documents to confirm qualifications, identity and address of the successful candidate.

The School will ensure that any appointment is conditional upon:

- receipt of two satisfactory references;
- verification of identity (through Birth certificate, photographic ID and proof of address);
- verification of a certificate for an enhanced DBS check which will include barred list information, for those who will be engaging in regulated activity;
- a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- verification of the person's mental and physical fitness to carry out their work responsibilities;
- verification of professional status if a teacher or Principal;
- verification that a candidate is not subject to a prohibition order issued by Secretary of State if a teacher via the [Employer Access Online Service](https://www.gov.uk/guidance/check-a-teachers-record); <https://www.gov.uk/guidance/check-a-teachers-record>
- verification that a candidate is not subject to a Section 128 direction by Secretary of state for all Leadership and management roles via the <https://www.gov.uk/government/collections/individuals-prohibited-from-managing-or-governing-schools>
- verification of qualifications;
- verification of the person's right to work in the United Kingdom;
- any further checks considered appropriate where the person has lived or worked outside the UK.

The School will also ensure that the checking of each of these aspects prior to appointment is evidenced through a Single Central Record. The Single Central Record will cover the following people:

- all staff (including supply staff, and teacher trainees on salaried route) who work at the School;
- all members of the proprietor body
- all volunteers in regulated activity

As a minimum, the Single Central Record will include whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained, and by Whom:

- an identity check;
- a barred list check;
- an enhanced DBS with Barred List check/certificate;
- a Teacher Prohibition Order from teaching check;
- a Section 128 direction made by Secretary of State for all Leadership & Management roles
- a further checks on people living or working outside the UK;
- a check of professional qualifications;
- a check to establish the person's right to work in the United Kingdom;and
- a Section 128 check (Governors / trustees / headteachers / members of SLT and Department heads)
- Birth Certificate to check identity

A copy of the DBS Certificate will be retained for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep certificate information for longer than six months, the School will consult the DBS about this and will give full consideration to the Data Protection and Human Rights of the individual before doing so. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

21.0 Use of school premises for non-school activities

Where governing bodies hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case.

The governing body or proprietor should therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate.

The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement (Keeping children safe in education, DFE, 2021)

22.0 External speaker and charities

All external speakers and charities will be vetted to ensure students are not exposed to inappropriate political or controversial messages and charitable activity is free from harm and consistent with the values of the school.

23.0 Induction

- All staff will be required to read the latest guidance on KCSIE Part 1 and Annex A at the beginning of each academic year or at time of new staff joining. The School will keep a register which confirms they have read a copy to ensure this has been completed by all staff.
- All staff will be informed of CP procedures at the beginning of each academic Year and made aware of shared document information. The school follows the procedures of City & Hackney LSCP.
- Any use of outside organisations, staff and agencies will be checked
- All staff will receive full training every three years, including training in inter-agency work by CHCSB or an approved provider.
- All new staff will receive specific instruction on indicators of abuse and procedures on arrival at school
- The school is aware of its legal duties to work with other agencies in protecting children from harm.
- In addition, all staff should receive regular safeguarding and child protection updates, including online safety (for example, via email, e-bulletins, staff meetings) as required,

and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff will sign to confirm they have read a copy of the Safeguarding (Child Protection) Policy and latest KCSIE Guidance Part 1 and Annex A; stating that they have read, understood and have adopted the expectations and principles of safeguarding children and safer working practices.

24.0 Training

Designated Senior Persons will be expected to participate in training every two years. This will focus on identifying abuse, local reporting arrangements and disseminating refresher training to school staff.

All staff will participate in refresher training on safeguarding on a regular basis, an update at least once annually and when changes are in place. The School will provide training to all new staff during their induction (as outlined above). This training will focus on identifying and reporting abuse and neglect and safe working practices as well as the Schools Anti Bullying Policy, Behaviour Policy, Procedures for managing children who are missing education and the staff code of conduct. Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners. The School CP Policy as well as the KCSIE (Latest guidance) will form an integral part of all such training.

Staff will be advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. As part of the training, staff will receive the Child Protection Policy and the Staff Code of Conduct. In line with induction procedures, all staff will sign to confirm they have received safeguarding training and a copy of the latest 'Keeping Children Safe in Education' Statutory guidance for Schools and colleges' and Child Protection Policy; stating that they have read, understood and have adopted the expectations and principles of safeguarding children and safer working practices.

Lead governors, the Headteacher and senior leaders will undertake Safer Recruitment training. This will enable them to participate in the recruitment of staff.

Safeguarding training will also include the core elements of the 'Workshop to Raise Awareness of Prevent' (WRAP) an interactive and facilitated workshop developed by Office for Security and Counter Terrorism. The training will provide staff with:

- an awareness and understanding of the Prevent agenda and their role within it;
- the ability to use existing expertise and professional judgement to recognise potentially vulnerable individuals who may be susceptible to messages of violence and radicalisation;
- the confidence to use a common sense based response
- Working with Multi Agencies and Channel awareness

Staff will also be encouraged to undertake the Channel general awareness online training module as a supplementary source of support.

Senior governors, the Principal and senior leaders will undertake safer recruitment training. This will enable them to participate in the recruitment of staff. They will also be expected to update and take latest advice from the government websites accessing up to date information on recognising, addressing extremism and radicalisation in young people.

Governing bodies 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

25.0 Extended school and off-site arrangements

This policy is also applicable to all students undertaking extended activities. Where extended school activities are provided by and managed by the School, our own child protection policy and procedures apply.

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.

When our students attend off-site activities, the School will check that effective child protection arrangements and Health & Safety procedures are in place. Our Work Experience placements will all be vetted, risk assessed, and where required a Barred List check will be carried out to ensure the safety of our pupils

All organisations will be vetted to ensure students are not exposed to inappropriate political, extremist, controversial messages or activities.

26.0 Monitoring, Evaluation and Review

- The policy will be promoted and implemented throughout the School.
- The School Governors will review this policy annually.
- Staff meetings will be used to disseminate the policy, clarify any queries and explain key responsibilities.

The School Development Committee will monitor the implementation and effectiveness of this policy via regular reports to the committee by the DSL within the School.

Evaluation will be conducted through feedback:

- from students through the Shura (Council) and through Student surveys
- from staff through the Staff Meetings and staff Surveys
- Audit from members of the Local Safeguarding Children's Partnership (Section 11 Audit).

Appendix 1: Safe Working Practices, Guidelines & Code of Conduct for staff

General Guidelines:

- All staff are expected to:
 - set high expectations and challenging targets for all students
- 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
- ensure that they set expectations of the highest standards of behaviour and conduct within school, regardless of whether in class or beyond, and challenge activities by any student that may be considered to be of an inappropriate nature.

- All staff are expected to refrain from:
 - making inappropriate (innuendo) remarks to, or about, a student
 - discussing personal relationships with or in the presence of students
 - discussing a student's personal relationships in inappropriate settings or contexts
 - making unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

All staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

All staff and volunteers at Tawhid Boys School have a responsibility to take action to ensure that a child thought to be suffering or at risk of suffering harm should be reported to those who can take action to protect him.

Staff behaviour & Code of Conduct

Staff should be aware of their actions at all times and should ensure they do not put themselves at risk of allegations or harm. Staff should not communicate with pupils on social networks nor indulge in any other inappropriate form of communication with children.

Dress and appearance

All staff are expected to wear clothing which:

- promotes a positive and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing or provocative
- 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.

Rewards and gifts

All staff are expected to:

- ensure that gifts received or given in situations which may be misconstrued are declared immediately

- generally, only give gifts to an individual student as part of an agreed reward system
- Where giving gifts other than as above, ensure that these are of an insignificant value and given to all children equally
- ensure that the selection processes for gifts and rewards are fair, transparent and (wherever practicable) are undertaken by more than one member of staff.

Photography, videos and other creative arts

All staff are expected to:

- refrain from making any visual recordings of students (still or moving) without the prior consent of the Head Teacher
- seek a child's consent for a photograph to be taken or published
- seek parental consent for a photograph to be taken or published
- ensure that the storage and distribution of such images is approved by head Teacher and care is taken to avoid illicit use of the images
- ensure that all images are available for scrutiny in order to screen for acceptability
- be able to justify images of children in their possession
- avoid making images in one-to-one situations
- refrain from taking images of students using personal mobile phones.

Social contact

All staff are expected to:

- always approve any planned social contact with students or parents with a senior leader
- advise a senior leader of any (unplanned) social contact they have with a student which might cause concern
- report and record any situation which they feel might compromise the School or their own professional standing
- refrain from sending personal communication to students e.g. letters and cards unless agreed with a senior leader.

Communication using technology

All staff are expected to refrain from:

- passing personal contact details to students including email, home or mobile phone numbers unless the need to do so is agreed with a senior leader
- any communication with students which may be construed as grooming
- making any visual recordings of students (still or moving) without the prior consent of the Head teacher
- using any personal equipment when communicating with students.

For the purposes of exchanging coursework or homework only, it is permitted for staff to exchange their school email address with students. However, any correspondence whilst using school email must be very cautious and perfunctory to avoid any misconstruing.

Safeguarding whilst using ICT

In using ICT in lessons, the following safeguards will be introduced by the School:

- security software will be installed on all PCs, laptops and the network to filter inappropriate internet sites
- security software to prevent access to social networking sites
- anti-viral software will be installed on all PCs, laptops and the network and renewed as required
- the use of the internet will be monitored using security software to ensure effective safeguarding within and beyond the School
- all network access points will be placed in a safe, adequately monitored area to prevent unauthorised access and physical tampering
- all wireless access points will be secured using administrative passwords.

In using ICT (laptops and PCs), all staff are expected to:

- communicate the expectations in the Acceptable Use of ICT agreement to all students
- communicate a clear, well-defined purpose to the use of the internet during the course of the lesson
- monitor the use of ICT during the lesson to ensure effective safeguarding
- report any access by students, inadvertent or deliberate, to unauthorised or inappropriate sites immediately to Mr Rawat the ICT Coordinator
- be vigilant for signs of, and report, any instances of cyber-bullying to Mr Rawat
- take extreme care to ensure that students are not exposed to inappropriate or indecent images
- ensure that they do not use school equipment to access any inappropriate or indecent images themselves.

In the event of indecent images being found on a computer, staff must report the incident to Mr Rawat as soon as possible. All staff must follow the School E-Safety Policy

Physical contact

All staff are expected to:

- refrain from touching students in a way which may be considered as indecent or for the gratification of the adult or the student
- avoid any gratuitous or unnecessary physical contact with students (this includes horseplay, tickling or stroking the head etc)
- be prepared to explain actions and accept that all physical contact is open to scrutiny
- always encourage students, 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 represent a misuse of authority.

Behaviour management and physical restraint

All staff are expected to:

- try to defuse situations before they escalate
- ensure all rewards and sanctions are within the Schools agreed 'Rewards and Sanctions Policy'
- ensure parents are informed of all sanctions avoid the use of sarcasm or demeaning and insensitive comments towards students.

Please see the Behaviour Policy and Rewards and Sanctions for full details on behaviour management strategies upheld by the School.

Some situations may give rise to the need for physical intervention. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method of control and restraint is possible then these methods should be used first. If physical contact is the only suitable method then the use of 'reasonable force' is permitted.

Force is usually used either to 'control' or 'restrain'. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. The key point to always remember is that 'reasonable in the circumstances' means using no more force than is needed for that situation.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so
- to prevent a student behaving in a way that disrupts a school event or a school trip or visit
- to prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- to restrain a student at risk of harming themselves through physical outbursts.

Under no circumstances should staff use force as a punishment.

Please see the Use of Reasonable Force document attached for full guidance.

One-to-one situations

All staff should:

- avoid meeting with students 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 students 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 may require intimate care – this may include support with toileting or removing soiled clothing. In supporting such children, staff should:

- take account of the 'Supporting Students with Medical Conditions' Policy
- adhere to a care plan agreed with parents for students requiring intimate care
- encourage students to act as independently as possible
- ensure that another member of staff is in close vicinity if intimate care is required
- record any instances of intimate care, justifying the need for any variations from the care plan
- share the need for intimate care with parents, if irregular or unexpected.

Toileting, Showering and Changing

General Principles:

- shower facilities should be separate, clean and well-maintained so that students' health and safety, privacy and dignity are not put at risk
- suitable toilet and washing facilities should be provided for the sole use of students
- suitable changing accommodation and showers should be provided for pupils
- as far as possible, members of staff should supervise or assist students of the same sex

All staff are expected to:

- avoid any physical contact when children are in a state of undress
- avoid any visually intrusive behaviour where there are changing rooms
- announce their intention of entering

- avoid remaining in the room unless a student's needs require it (judgement will be based on the age and development needs of the students)
- take into account the needs of students from different religions, beliefs and cultural backgrounds.

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
- students will not share changing/toilet facilities with members of the public
- and changing facilities are shared with students from another school, adults from both schools will make appropriate arrangements and properly risk assess together.

Visual access to classrooms

All staff are expected to ensure that there is always visual access and/or an open door to their classrooms.

Where staff feel the need to cover the visual access to their door temporarily, they must be able to justify doing so on child protection grounds and must ensure that there is a second member of staff in the classroom at the time.

Administration of medication

In dispensing medication to students, staff should:

- Take account of the school's First Aid Policy
- Ensure that they are authorised to dispense medication
- 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 students
- Record the storage, dispensing and disposal of medication
- Not force a student 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 lock area at all times.

Transporting students in staff cars

Students should only be transported in staff cars as a matter of last resort – where alternative modes of transport are unavailable and only when the student is not distressed in any way. Normally, this will mean when taking students home – trips should not be planned with the intention of using staff vehicles for transport.

In transporting students using a staff vehicle:

- the consent of a senior leader should be secured on each occasion
- the member of staff should travel with a colleague, if at all possible
- the member of staff should have 'Business' car insurance on their vehicle
- the member of staff should ensure that the car is roadworthy
- the student should sit at the back of the car – and must wear a seat belt

DSL Safeguarding LOG FORM (CONFIDENTIAL)



Name of Pupil: _____ Year: _____

Date	Action	DSL Signature

Child Protection Policy

REFERRAL FORM

**Confidential
Safeguarding
Record form
for Referral**



Name of Pupil: _____ Year: _____

Name and position of person completing the form: _____

Date of Incident: _____ Time of incident: _____

Incident/ Concern (Write a comprehensive summary)

Names of witnesses and any other information

Signature

Date and time of form completion:

This section be completed by DSL or Deputy

Name:
Date:
Time:

Action taken (Concern followed up)

Decision reached: Yes / No / Referral to _____

Signature

Date and time of form completion

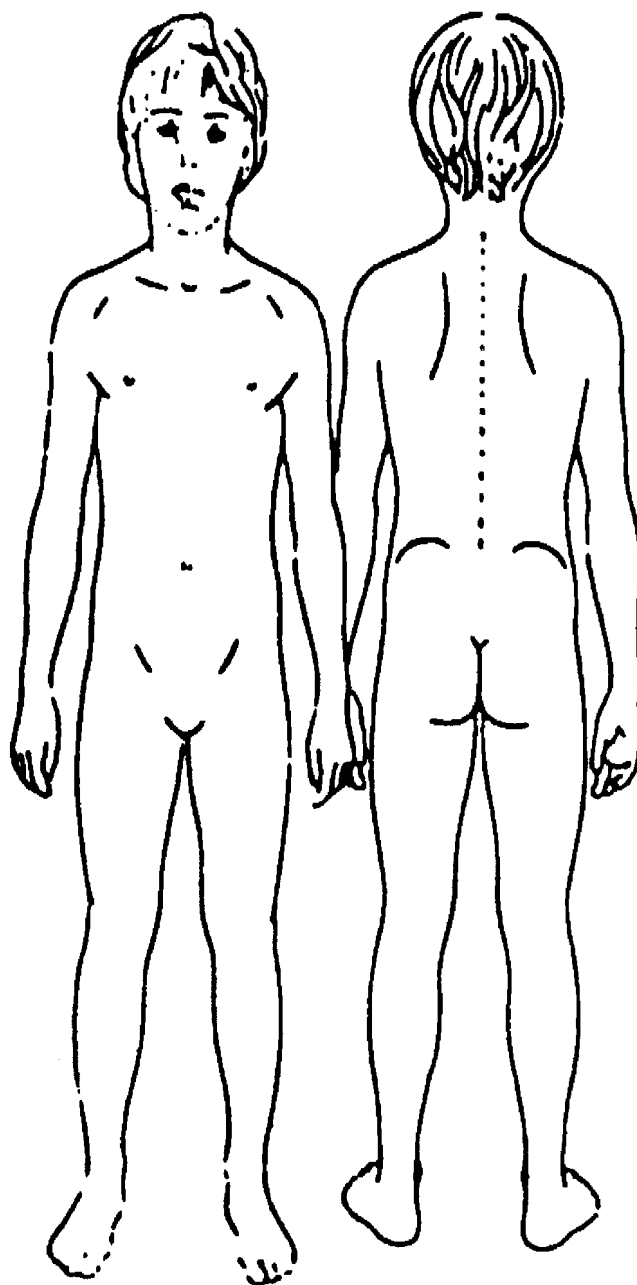
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**Confidential
Safeguarding
Record form
Body Map**



Name of Pupil: _____ Year: _____

Date of birth: _____

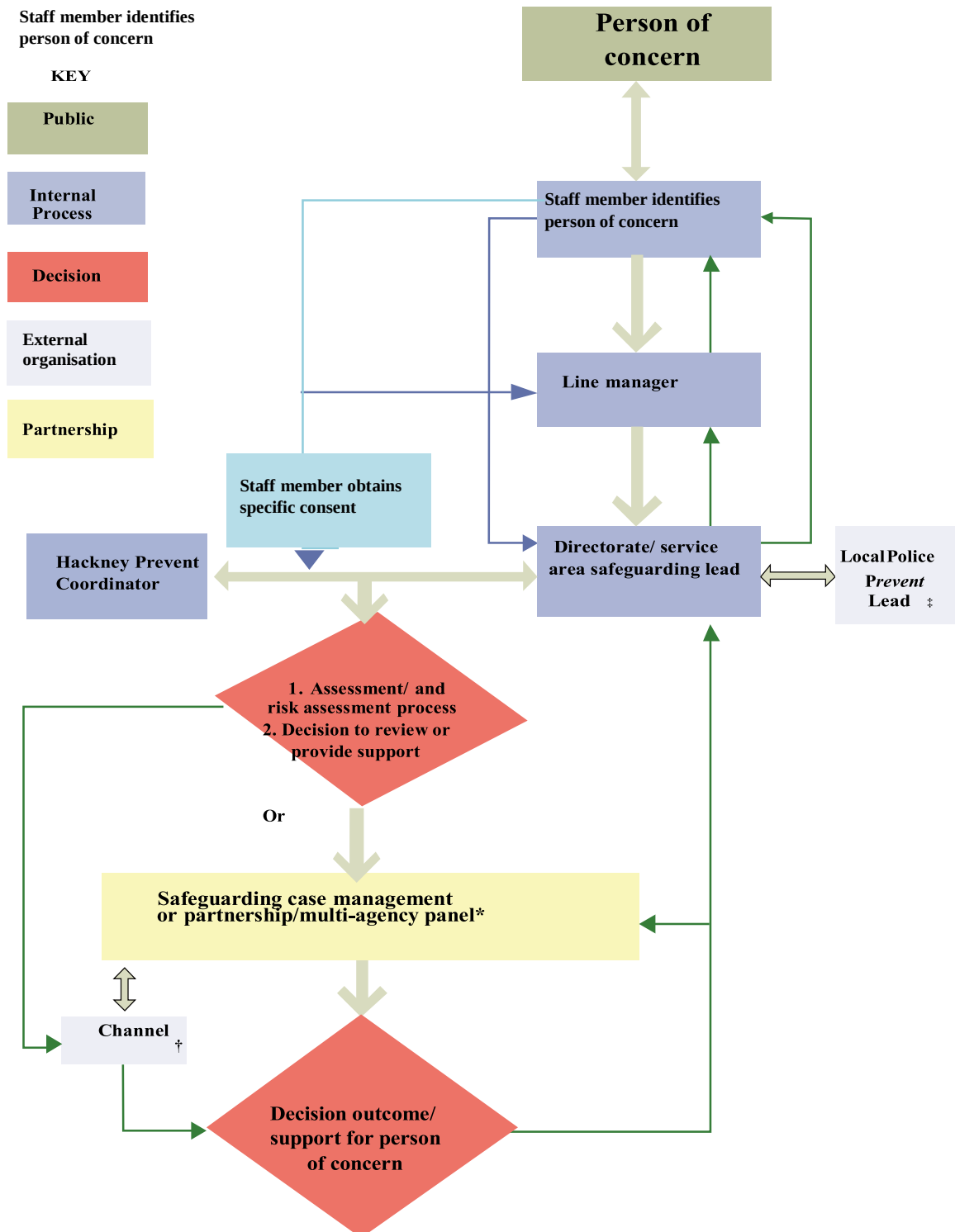


Signature

Date and time of form completion

APPENDIX 3

Raising Prevent escalation process



* To include representatives from other public sector services, Homerton NHS, education, social care, other local authorities etc.

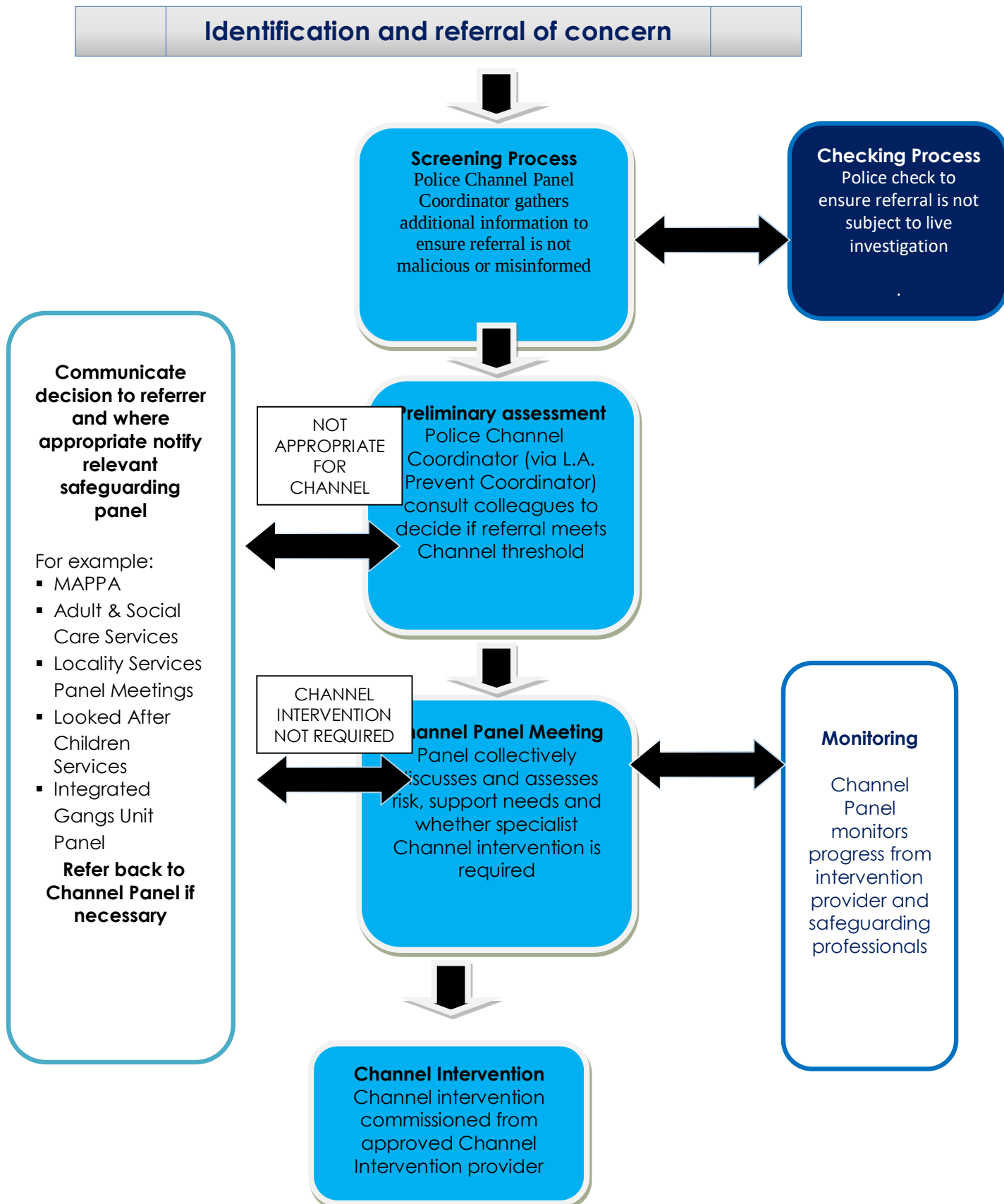
† The Channel Panel provide a mechanism for supporting individuals who may be vulnerable to terrorist related activity by assessing the nature and the extent of the potential risk, agreeing and providing an appropriate support package tailored to an individual's needs. Channel is a multiagency panel chaired by the Head of Safer Communities.

‡ This is an advisory role and it will be at the discretion of safeguarding leads to contact police *Prevent* leads for advice and support as necessary.

§ The Prevent Coordinator and Police *Prevent* leads can also assist with advice on risk assessment procedures.

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Channel process flowchart



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PREVENT REFERRAL FORM TO BE USED



Prevent Referral Form

DETAILS OF THE INDIVIDUAL BEING REFERRED	
Name of the individual	Has the individual consented to be part of this process?
Date of birth	Does the individual have mental capacity? (i.e. are they able to make decisions for themselves)
Address	Gender
	Religion /Non faith
	Children in household y/n

DETAILS OF THE REFERRING ORGANISATION	
Name of the organisation making the referral	Date of the referral
Name of staff contact	Contact number
Secure email address	

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REFERRAL FACTORS
Please give a short description as to why the referral is being made and explore the following three supporting questions:
SHORT DESCRIPTION
ENGAGEMENT - Is there any information to indicate that this individual is showing any signs of becoming involved with a group, cause or ideology that justifies the use of violence and other illegal conduct in pursuit of its objectives?
INTENT - Is there any information supporting that this individual has indicated that they may be willing to use violence or other illegal means?
CAPABILITY - Is there any information supporting what this individual may be capable of doing?

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APPENDIX 4

Hackney Key Contacts and Guidance

Useful Contact Details:

- LADO Referral Form [online form](#)
- Hackney First Access and Screening Team (FAST): 020 8356 4844/5500
- Hackney Out of Hours: 020 8356 2710
- Child Abuse Investigation Team (CAIT) @ Police: 020 8217 6537
- HLT Safeguarding in Education Team: 020 8820 7255
- Local Authority Designated Officer (LADO): 020 8356 4569
- City & Hackney Safeguarding Children Partnership: 020 8356 4183
- NSPCC- 24-hour Helpline: 080 8800 5000
- Disclosure and Barring Service (DBS): www.gov.uk/db

Useful guidance documents:

Hackney Well-being Framework and Resource Guide:

<https://www.hackneyservicesforschools.co.uk/system/files?file=extranet/Children%20and%20Young%20Peoples%20Services%20Resource%20Guide.pdf>

London Child Protection Procedures:

<http://www.londoncp.co.uk/>

Working Together to Safeguard Children:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

What to do if you are worried a child is being abused:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Information Sharing Guidance for Practitioners:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

London Borough of Hackney Code of Conduct:

http://staffroom.hackney.gov.uk/code_of_conduct_policy_booklet.pdf

HLT Whistle Blowing Policy:

<http://intranet.hackney.gov.uk/article/2050/Whistleblowing-anti-fraud-and-corruption>

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Alternative contacts:

Hackney Council

Please be aware that as of 1st April 2023 all referrals to LADO should be made via an online form.

Full details can be found in [this professional briefing](#)

[This](#) is the link for reporting, also available by visiting <https://hackney.gov.uk/lado>

Islington Council

Telephone: 020 7527 7400

Out of hours: 020 7226 0992

Email: CSCreferrals@islington.gov.uk

Secure Email: CSCreferrals@islington.gov.uk

Haringey Council

MASH Telephone: 020 8489 4470

MASH email: MASHReferral@haringey.gov.uk

Out of hours: 020 8489 0000

LSCB Telephone: 020 8489 3145 / 5837

LSCB Email: lscb@haringey.gov.uk

Newham Council:

Telephone: 020 8430 2000

MASH Golden Number: 020 3 373 4600 – Option 3

EDT: 020 8430 2000

Secure Email: MASH@newham.gov.uk

Redbridge

Telephone: 020 8708 3885

Out of hours: 020 8708 5897 (after 5.00pm and weekends)

Email: cpat.referrals@redbridge.gov.uk

Tower Hamlets

Telephone: 020 7364 5606 / 5601

Out of hours: 020 7364 4079

Fax: 020 7364 2656 / 2655

Secure Email: MASH @towerhamlets,gcsx.gov.uk

Waltham Forest

Telephone: 020 8496 2310

Out of hours: 020 8496 3000

Child Protection Policy

Fax: 020 8496 2313

Secure Email: MASH.requests@walthamforest.gov.uk

Barnet:

Telephone: 020 8359 4066

Fax: 08715948766

Email: MASH@Barnet.gov.uk

Secure Email: mash@barnet.gcsx.gov.uk

ENFIELD COUNCIL

MASH

Telephone: 020 8379 5555

Out of hours: 020 8379 1000

Email: spoe@enfield.gov.uk

Secure Email: spoe@enfield.gcsx.gov.uk

City of London

Telephone Children's Services : 020 7332 3621 (9.00am- 5.00pm, Mon – Fri)

Email: children.duty@cityoflondon.gov.uk

Secure email: Children.Duty@cityoflondon.cjsm.net

Out of hours: 020 8356 2710

Email: emergency.duty@hackney.gov.uk

Camden

Telephone: 020 7974 3317 (9.00am- 5.00pm)

Out of hours: 020 7974 4444

Email: LBCMASHadmin@camden.gov.uk

Secure email: LBCMASHadmin@camden.gov.uk.cjsm.net