

Safeguarding and Child Protection Policy



LONDON EAST ACADEMY & AL MIZAN SCHOOL

ISLAMIC SECONDARY SCHOOL FOR BOYS & ISLAMIC JUNIOR SCHOOL

Date agreed	Chair of Governing Body	Head teacher	Review
Sept 2021	Hussain Shefaar	Mohammed Badr	31 st August 2022

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1. Introduction

The purpose of this policy is to:

- Inform staff, parents/carers and governors about the schools' responsibilities in terms of safeguarding and child protection.
- Enable everyone to have a clear understanding of how these responsibilities should be carried out.

AMS & LEA follow the procedures outlined by the Tower Hamlets Local Safeguarding Children Board (TH-LSCB) which provides a guide to procedure and practice for all professional staff in Tower Hamlets who work with children.

This policy is to be read in conjunction with:

- Keeping children safe in education – statutory guidance from September 2021 Statutory guidance for schools and colleges.
- Working Together to Safeguard Children, DfE, and March 2018.
- London Child Protection Procedures (March 2021): <http://www.londoncp.co.uk/>;
- Tower Hamlets SCP Multi-Agency Safeguarding Thresholds Guidance
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2020
- Tower Hamlets SCP LADO Procedures and Flowchart re Allegations made against staff working in the children's workforce - Information about reporting and managing allegations
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff – September 2020

Teachers and other school staff members are particularly well placed to observe the outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with the children.

We recognise the important role the school has in the early recognition of the signs and symptoms of abuse and neglect. We ensure that we make effective and fair use of all the appropriate referral process.

AMS & LEA aim to develop an atmosphere in which children feel secure, in which their viewpoints are valued, and in which they are encouraged to talk and listen. A short statement for parents/carers is included in appendix D.

2. Purpose of policy

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

3. Core safeguarding principles

- The welfare of the child is paramount and underpins all discussions, decision making, and actions taken at the school.
- All concerns disclosed and reported will be taken seriously.
- All children have the right to have a life free from harm, regardless of age, gender, ability, culture, race, language, religion or sexual identity, all have equal rights to protection. This includes children's lives in digital and online environments.
- The child's wishes and feelings will always be taken into account at the school when determining what action to take and what support to provide.

- All staff including supply staff, contractors and volunteers have an equal responsibility to act immediately on any suspicion or disclosure that may suggest a child is at risk of harm or has been harmed.
- The Designated Safeguarding Lead will ensure that all pupils and staff involved in safeguarding and child protection issues will receive appropriate support.

These 6 core principles are embedded within the school's safeguarding arrangements; its safeguarding policies, procedures and systems; and underpin the whole school approach to safeguarding at Al-Mizan School and London East Academy.

4. Safeguarding legislation and guidance

The following safeguarding legislation and government guidance have informed the content of this policy: [delete as appropriate]

- Section 157 of the Education Act 2002 (Independent schools only, including academies and Free Schools)
- The Education (Independent School Standards) Regulations 2014 (Independent schools only, including academies and Free Schools)
- Education and Training (Welfare of Children) Act 2021 (16-19 Academies and Independent Training Providers)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018 (Updated December 2020)
- Keeping Children Safe in Education 2021
- What to do if you're worried a child is being abused 2015
- UKCIS Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People (December 2020)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges: Advice for Schools and Colleges on how to prevent and respond to reports of sexual violence and harassment between children (Updated July 2021)

5. Tower Hamlets safeguarding children partnership supplementary safeguarding guidance

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

- London Child Protection Procedures revised 6th Edition (London Safeguarding Children Board, March 2021)
- Tower Hamlets SCP Multi-Agency Safeguarding Thresholds Guidance
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2021
- Tower Hamlets SCP LADO Procedures and Flowchart re Allegations made against staff working in the children's workforce - Information about reporting and managing allegations

- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff – September 2021

6. Statutory framework

Keeping Children Safe in Education (DfE, September 2021) requires all schools to follow the procedures for protecting children from abuse, which are established by the Local Safeguarding Children Board. Schools must ensure that they have appropriate procedures in place for responding to situations in which they believe that the child has been abused or is at risk of abuse. Details of categories of abuse and signs of possible abuse are included in appendix A.

The school agrees with the assertion that 'safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm'. Appendix B details the schools' measures to safeguard its pupils/students from radicalisation¹ and extremism².

The school will comply with the latest guidance on prevent duty and the appropriate referral to the Channel programme as stipulated in the 'Keeping children safe in education – September '2021'.

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964567/6.6271_HO_HMG_Channel_Duty_Guidance_v14_Web.pdf

The procedures in place also cover circumstances in which a member of staff is accused or suspected of abuse.

Keeping Children Safe in Education (ibid) places the following responsibilities on the school.

- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- Staff should be aware that they can report concerns directly to the local MASH (multi-agency safeguarding hub) or children's social care.
- The designated safeguarding officer should have responsibility for co-ordinating action within the school and liaisons with other agencies.
- Staff with designated responsibility for child protection and safeguarding should receive appropriate training.
- Schools should be aware of and follow the correct procedures established by the Local Safeguarding Children Board.
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member is accused of abuse, or suspected of abuse.
- In line with previous guidance, parents should be made aware of the school child protection & safeguarding policy and the fact that cases may need to be referred to statutory services (ie, Children's Social Care) or the police, in the interests of the child.

7. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development

¹ Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism

² Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

8. Roles and responsibilities

The Designated Safeguarding Officer (DSL) at AMS & LEA is Fazal Mahmud, and the deputy (DSL) for both schools is the head teacher, Mohammed Badr. The member of the governing body responsible for safeguarding and child protection issues is the Chair of governors, Hussain Shefaar.

It is the duty of the DSL to:

- Ensure that the Tower Hamlets Local Safeguarding Children Board's procedures are followed in AMS and LEA.
- Ensure that all staff members are aware of these procedures.
- Ensure that the Director of London Muslim Centre is kept informed of any concerns.
- Develop effective working relationships with other agencies and services.
- Decide whether to take further action about specific concerns (e.g. whether to refer to Social Care).
- Liaise with Children's Social Care over suspected cases of child abuse.
- Ensure that accurate records relating to individual children are kept in a secure place and marked 'Strictly Confidential'.
- Submit reports to (and attend) Child Protection Conferences.
- Ensure that the school effectively monitors children who have been identified as 'at risk'.
- Provide guidance to parents /carers, children and staff about obtaining appropriate support.

The designated safeguarding and child protection governor will review the safeguarding practices in the schools on a regular basis, and no less than annually, to ensure that:

- the schools are carrying out the duties to safeguard the welfare of pupils/students at the schools;
- members of staff and volunteers are aware of current child protection practices and that staff have received training where appropriate, and;
- Child protection is integrated into the school induction procedures for all new members of staff and volunteers and supply staff.

The governor will also interrogate the single central record (SCR) to ensure that all agreed procedures are being followed for the recruitment of staff and volunteers as set out in the schools' recruitment policy.

9. School procedures for safe guarding & child protection

If any member of staff is concerned about a child, then they must inform the DSL or the Deputy DSL and report their concern using the form attached in appendix E. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral in such situation and need not go through the DSL. In regards to FGM, teachers must personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL).

To report a concern, information regarding the concerns must be recorded by the member of staff on the same day on the designated form (Appendix E). The recording must be a clear, precise, factual account of the observation. The account must be dated and signed.

The DSL will abide by the guidance of the Local Safeguarding Children Board, and may refer the matter to the Multi-Agency Safeguarding Hub (MASH) in Tower Hamlets Children's Social Care. The Director of the London Muslim Centre must be briefed before a referral is made.

In some circumstances, parents may be notified, but staff should not notify parents in advance if there is any risk of

- (a) Further endangering the child or children involved;
- (b) Compromising the integrity of any evidence which may later be used in court, or
- (c) Causing any alleged perpetrator of child abuse to be protected from investigation.

Only the DSL should make decisions about when to disclose child protection issues to parents and other staff must assume that information about child protection issues is strictly confidential, and act accordingly.

If a referral is made to the MASH, the DSL will ensure that a written report of the concerns is sent to the social worker dealing with the case within 48 hours.

Particular attention is paid to the attendance and development of any child who has been identified as 'at risk' or who has been made subject to a Child Protection Plan.

If a pupil about whom safeguarding concerns have been raised changes school, the DSL or the Deputy DSL will inform the social worker responsible for the case (if there is one) and transfer the appropriate records to the receiving school. They will also inform the Local Authorities involved.

All staff members are required to provide relevant information about any person who lives or works in the same household as them who may pose a risk to children³.

All staff will have regular training on areas related to child protection & safeguarding. These areas include:

- a. child protection procedures and the contents of the Child Protection & Safeguarding Policy (annually);
- b. general training on responsibility for the DSL and Deputy DSL (triennially);
- c. updates on changes to legislation, policy and procedure in the area of child protection (ongoing);
- d. specific guidance in recognising signs of abuse, FGM, child trafficking and exploitation, child sexual exploitation, children at risk from extremism and radicalisation, domestic violence, E-safety (use of ICT, the Internet and Social Media), forced marriage, violence against women and girls, involvement in gangs, drugs and neglect (shared as part of the policy).

10. CHILDREN MISSING EDUCATION

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

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

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

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

Al Mizan School and London East Academy will cooperate fully for the effective implementation of the statutory guidance for Local Authorities (LA) in regards to **children missing education** (DfE, 2016). In particular, the schools will do the following:

1. The Local Authority will be notified in writing before a pupil/student is removed from the schools' register unless it is at a standard transition point
2. When notifying the LA, the schools will provide the following details:
 - a. Child's full name and date of birth
 - b. Full name and address of parents/carers of the child
 - c. Contact telephone number and email (if available)
 - d. Child's future address and/or destination school
 - e. The reason for which the child is being removed from the register
3. Before moving a pupil/student from the schools' register, the schools will make reasonable enquiries to establish the whereabouts of the child if they have not been attending school regularly or have been absent for more than 20 days
4. The schools will inform the LA of a new admission within five days if the admission is not at a standard transition point in writing and provide the information listed for taking a pupil off roll

Parents should notify the school of their child's absence on the first day of occurrence (before 9am) and ensure that written confirmation of this absence is given in a letter to the Form Tutor and the schools office on the child's return to school which will be kept in the students file. Failure to produce written confirmation will result in an unauthorized absence being recorded in the register. The school will contact parents when concerned about an unexplained absence and parents are encouraged to contact us if they have any such concerns.

If parents inform that they plan to home-educate their child, then this information will be communicated in writing to the LA.

11. When to be concerned

Child abuse can take place in a number of different settings, of which the following are examples: It occurs most commonly where the young person knows the individual/s concerned and they are trusted. This can include parents, carers, babysitters, siblings, relatives, or friends of the child or of the family.

The abuser is sometimes someone in authority such as a teacher, teaching assistant, youth leader, children's worker or a respectable person from the child's community.

Evidence shows that some abusers set out to obtain employment with children in order to give themselves opportunities to perpetrate abuse. As an organisation working with children and young people, AMS & LEA have the responsibility to act if abuse comes to light, to protect children from the possibility of being abused within school, and to respond to disclosures of abuse outside school.

For the purposes of this policy a child or young person is anyone under the age of 18 years of age (see Appendix A: Categories and Signs of abuse).

Staff should be concerned about a pupil/student if they:

- a. have any injury, which is not typical of the bumps or scrapes normally associated with children's injuries;
- b. frequently have unexplained injuries or injuries for which confused or conflicting explanations are given;
- c. frequently have injuries even when apparently reasonable explanations are given;
- d. exhibit significant changes in behaviour, or exhibits behaviour which is inappropriate to their age, or;
- e. Disclose an experience in which they may have been significantly harmed.

12. Dealing with a disclosure

If a pupil or student discloses that they have been abused in some way, the member of staff should:

- a. Listen to what is being said without showing shock or disbelief.
- b. Accept what is being said.
- c. Allow the child to talk freely.
- d. Reassure the child but not make promises which it might not be possible to keep.
- e. Not promise confidentiality – it might be necessary to refer to Children's Social Care.
- f. Stress that it was the right thing to tell.
- g. Listen, rather than ask direct questions.
- h. Ask open questions rather than leading questions.
- i. Not criticise an alleged perpetrator.
- j. Explain what has to be done next and who has to be told in an age-appropriate way.

13. Record keeping

When a pupil or student has made a disclosure the member of staff should:

- a. Make brief notes as soon as possible after the conversation.
- b. Not destroy the original notes in case they are needed by a court.
- c. Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- d. Draw a diagram to indicate the position of any bruising or other injury.
- e. Record statements and observations rather than interpretations or assumptions.
- f. Complete the school standard form the same day (Appendix E).

14. Detection – signs of abuse

In all of this, care should be taken, as misreading the signs of abuse can result in significant harm or trauma to the child and their family. In general staff will not have the expertise to 'diagnose' child abuse but do have a responsibility to be alert and aware of the signs.

Just because a child exhibits one of the signs listed above, this does not mean that they have been abused. Nevertheless, the presence of one or more of the signs, or their repeated presence, might raise concern and should be used as a prompt for discussion with the DSL.

This policy acknowledges that:

- a. Child abuse exists and can present itself in any of the following forms: physical, emotional, or sexual; or as neglect. Neglect often involves features of one or more of the other forms of abuse; all forms of abuse may involve aspects of emotional abuse; and all of these forms of abuse may occur alone or in combination.
- b. Children may be abused and/or neglected by their parents, carers, guardians or other trusted adults as well as by strangers.
- c. Children may also be abused by other children.
- d. Children of all races, religions and cultures, with or without disabilities, and from any model of family life, have an equal right to protection from abuse.

As well as ensuring that child protection concerns are addressed, we will also ensure that pupils/student who attend the schools are kept safe from other forms of harm including being safe from extremism and radicalisation. To this end, this policy must be seen in conjunction with the schools' policies on:

- Anti-Bullying Policy
- Behaviour for learning
- Code of conduct for staff
- e-safety
- Health & Safety
- Personal, Social and Health Education
- Safer recruitment
- Whistle Blowing

15. Physical contact and restraint

Members of staff may not make physical interventions with pupils/students unless they have received appropriate training on restraining children and young people. However, all staff members are expected to act as loco-parentis role and safeguard pupils/students from any form of harm to self and/or others.

16. The use of the ELM⁴, LMC and the Maryam Centre

The schools use designated spaces in the ELM, LMC and the Maryam Centre for various activities. Security measures are in place to ensure that pupils/students are safeguarded from the general public who also use the centres. Therefore, pupils/students must always be under the supervision of a member of staff at all times. Staff members are responsible for ensuring that there is no contact between the pupils/students and the general public.

It is essential that a risk assessment is carried out for various activities, for example, playtime; lunchtime; prayers; and any before/after school activities to ensure that there is sufficient backup should there be a need. Any breaches of the designated spaces by members of the public must be taken seriously and reported immediately to the head teacher.

⁴ ELM=East London Mosque; LMC=London Muslim Centre

17. Definition of child abuse

The DFE guidelines on child abuse stipulate the following criteria, if a person:

- **behaved in a way that has harmed a child, or may have harmed a child or;**
- **possibly committed a criminal offence against or related to a child or;**
- **behaved towards a child or children in a way that indicates s/he would pose a risk of harm if they work regularly or closely with children.**

18. Reporting child abuse

Reporting allegations of child abuse involving school staff

Any allegation of abuse of a student by a staff must be reported to the Designated Safeguarding Lead (Please see page 3).

Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately report it to the designated Safeguarding Lead and also make a record of the concerns including a note of anyone else who witnessed the incident or allegation. The DSL should also seek advice from the Local Authority Designated Officer (LADO)

The Headteacher will not investigate the allegation itself, or take written or detailed statements, but immediately refer the matter to Tower Hamlets Children's Social Care.

19. Reporting allegations of child abuse involving the head teacher

Should the allegation be made against the Head teacher then this should be reported to the Director of the London Muslim Centre, who will then contact the Local Authority Designated Officer (LADO), and also inform the Chair of the Governing Body.

Further information about the procedure to follow when dealing with allegations of abuse against Head teacher, Teachers, Volunteers and other Staff can be found in Appendix F.

The allegations of abuse by staff procedures are based on the following:

<https://www.gov.uk/government/publications/safeguarding-children-and-safer-recruitment-in-education/safeguarding-children-and-safer-recruitment-in-education>

The framework for managing cases of allegations of abuse against people who work with children is set out in:

[*Working together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children \(July 2018\)*](#)

And 'allegations of abuse against teachers and non-teaching staff

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/361446/DFE-RB192.pdf

20. Support

Dealing with a disclosure from a child, and a Child Protection case in general, is likely to be a stressful experience. The member of staff should, therefore, consider seeking support for themselves and discuss this with the DSL or the Deputy DSL.

21. Confidentiality

Dealing with child protection and safeguarding matters often raises issues of confidentiality, which must be clearly understood by all staff. Both teaching and non-teaching staff have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Social Care and the police).

If a child confides in a member of staff and requests that the information be kept a secret, it is important that the member of staff tells the child sensitively that they have a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's sake. Within that context, the child should, however, be assured that the matter will only be disclosed to people who need to know about it. Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contacts. Child Protection records should be kept securely in a locked cupboard.

22. Monitoring, evaluation and review

This effectiveness of this policy will be monitored on a continuous basis by the head teacher. Any significant factors will be reported to the full governing body. Any urgent issues will be raised with the Chair of governors immediately and with the Director of the London Muslim Centre.

The designated governor will review the effectiveness of this policy at least once a year and report back to the full governing body. The policy will be reviewed annually by the full governing body.

LIST OF APPENDICES

Appendix A – Categories and Signs of Abuse

Appendix B – Children at risk from extremism and radicalisation

Appendix C – Important telephone numbers and emails

Appendix D - Child protection and safeguarding; a short statement for parents/carers

Appendix E – Record of Concern

Appendix F - Dealing with Allegations of Abuse against Head teacher, Teachers, Volunteers and other Staff

Categories and Signs of Abuse

The definitions of physical abuse, emotional abuse, sexual abuse and neglect given below are taken from Keeping Children Safe in Education, Department for Education, 2021.

23. Physical Abuse:

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

24. Signs of Physical Abuse

- a. Any injuries, bruises, bites, burns, fractures, etc, which are not consistent with the explanation given for them.
- b. Injuries which occur to the body in places which are not normally exposed to falls, rough games, etc.
- c. Injuries which appear to have been caused by a weapon e.g. cuts, welts etc.
- d. Injuries which have not received medical attention.
- e. Instances where children are kept away from school inappropriately or without explanation.
- f. Self-mutilation or self-harm e.g. cutting, slashing, drug abuse etc.
- g. Differentiating physical injuries from SEN and disabilities

25. Emotional Abuse:

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

26. Signs of Emotional Abuse

- a. Changes or regression in mood and behaviour, particularly where a child withdraws or becomes clingy.
- b. Changes or regression in mood and behaviour, which is separate from SEN and disabilities which may relate to abuse
- c. Aggressive behaviour and signs of depression.
- d. Nervousness/inappropriate fear of particular adults e.g. frozen watchfulness
- e. Sudden changes in behaviour e.g. under-achievement or lack of concentration
- f. Inappropriate relationships with peers and/or adults e.g. excessive dependence
- g. Attention-seeking behaviour
- h. Persistent tiredness
- i. Wetting or soiling of beds or clothes by an older child

27. 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 another child.

28. Signs of Sexual Abuse

- a. Any direct disclosure made by a child concerning sexual abuse
- b. A child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play
- c. A preoccupation with sexual activity through words, play or drawing
- d. A child who is sexually provocative or seductive with adults
- e. Inappropriate bed-sharing arrangements at home
- f. Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations.

29. Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a. provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- b. protect a child from physical and emotional harm or danger;
- c. ensure adequate supervision (including the use of inadequate care-givers); or
- d. Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

30. Signs of Neglect

- a. Regular poor hygiene
- b. Persistent tiredness
- c. Failure to provide equipment for physical well-being (e.g. inhalers, hearing aid, glasses, walking supports)
- d. Inadequate clothing
- e. Excessive appetite
- f. Failure to thrive e.g. poor weight gain
- g. Consistently being left alone and unsupervised

31. Organised Abuse

Organised or multiple abuse may be defined as abuse involving one or more abuser and a number of related or non-related abused children and young people. The abusers concerned may be acting in concert to abuse children, sometime acting in isolation, or may be using an institutional framework or position of authority to recruit children for abuse.

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

32. Sexual violence and sexual harassment between children

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. 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. Where staff have concerns about a child who may be subject to this form of abuse they should report it to a Designated Child Protection Officer.

The police will be important partners where a crime might have been committed. Where a report of rape, assault by penetration or sexual assault is made, the starting principle is that this should be

referred on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice approach in these cases.

Referrals to the police will often be a natural progression of making a referral to children's social care. The designated safeguarding lead (or a deputy) should be leading the schools or college's response and should be aware of the local process for referrals to children's social care and making referrals to the police.

For further information; see

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

33. Female Genital Mutilation (FGM)

Some girls are at risk from FGM from parents/ carers who believe this will be in the best interests of the child. Therefore, vulnerable girls may well be coached that this will be a normal part of their upbringing. Staff should be aware of the following signs that may indicate a girl is at risk of being taken for FGM:

- a. Disclosure from a girl stating she is going to have a 'special operation';
- b. Planned withdrawal from school to a country where FGM is prevalent;
- c. Withdrawal from sessions where FGM is discussed.

Staff should also be aware of signs that a girl may have already suffered FGM.

- a. Prolonged absence from school
- b. Increased bladder infections, urinary, menstrual or stomach problems
- c. Disclosure from a girl that she has been subject to FGM

Staff should be aware that FGM is illegal and as such should report any concerns immediately as it may involve a police investigation. For more guidance, please refer to 'Female Genital Mutilation: Multi-agency practice guidelines'

34. Child Trafficking

It can be difficult to detect signs of trafficking, especially if the victims of trafficking have been coerced into concealing the true nature of their situation. However, staff may notice:

- a. signs of neglect;
- b. poorly explained absences;
- c. Inconsistency in terms of adults who are responsible for the child.

For a more detailed description of signs and symptoms, staff can visit

https://www.londoncp.co.uk/sq_trafficked_ch.html#

35. Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). Staff should report any concerns where a child:

- a. has new possessions or unexplained gifts;
- b. talks about having older boyfriends or girlfriends;

- c. has mood swings or changes in emotional well-being;
- d. Displays inappropriate sexualised behaviour.
- e. misuses drugs and alcohol
- f. regularly misses school or education or do not take part in education.

36. Child criminal exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Staff should report any concerns where a child:

- a. has new possessions or unexplained gifts;
- b. talks about having older boyfriends or girlfriends;
- c. has mood swings or changes in emotional well-being;
- d. Displays inappropriate sexualised behaviour.
- e. misuses drugs and alcohol
- f. regularly misses school or education or do not take part in education.

37. County lines

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

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

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

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

- a. go missing from education and/or home and subsequently found in areas away from their home;
- b. have been the victim or perpetrator of serious violence (e.g. knife crime);
- c. are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- d. are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- e. are found in accommodation that they have no connection with, often called a 'traphouse or cuckooing' or hotel room where there is drug activity;
- f. owe a 'debt bond' to their exploiters;
- g. have their bank accounts used to facilitate drug dealing

38. Gender-based violence/violence against women and girls (VAWG)

The definition of 'domestic violence and abuse' was updated by the Home Office in March 2015 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be *Children in Need* or likely to suffer significant harm. The definition from the Home Office is as follows: "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional."

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males, and assumptions should not be made based on the gender of perpetrators of domestic abuse. For more support please consult: 'Domestic violence and abuse. '<https://www.gov.uk/domestic-violence-and-abuse>

39. E-safety (use of ICT, the Internet, mobile technology and Social Media)

It is essential that children are safeguarded from potentially harmful and inappropriate online material. We empower staff within our Trust to protect and educate pupils in their use of technology and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Our pupils increasingly use electronic equipment to access the internet and share content and images via social media sites such as Facebook, twitter, Instagram, Snapchat etc.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

The E-safety policy explains how we try to keep pupils safe in school and how we respond to online safety incidents. We will adopt the 4 c's approach as per KCSIE, looking at: Content, Contact, Conduct, Commerce. We will also provide advice to parents when pupils are being asked to learn on line at home and consider how best to safeguard both pupils and staff. Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated

40. Forced marriage

For the purposes of this policy, a "forced marriage" is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA. All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil: Becoming anxious, depressed and emotionally withdrawn with low self-esteem. Showing signs of mental health disorders and behaviours such as self-harm or anorexia. Displaying a sudden decline in their educational performance, aspirations or motivation, regularly being absent from school, displaying a decline in punctuality. An obvious family history of older siblings leaving education early and marrying early. Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

41. Involvement in gangs

Involvement in gangs can lead to children and young people to become involved in crime; they may also become subject to exploitation in a range of ways. Consequently, it is important that schools teach children how to be assertive and to recognise the dangers of becoming involved in gangs. Identifying children with issues related to negative behaviour and providing mentoring support is highly effective in preventing problems in the future. Staff should report any concerns they have about a child's involvement in gangs as soon as possible so that the young person can be offered support and protection. For more information, see: 'Addressing Youth Violence and Gangs'

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-who-may-be-affected-by-gang-activity>

42. Drugs

There is a clear drugs policy in place to guide staff what to do in the event of a drug related incident. Staff should report any drug-related incident in the usual way and the member of staff responsible for drug-related incidents will follow policy guidance. For more information on Drugs Policy and guidance for school staff see:

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

43. Faith Abuse

Belief in witchcraft, spirit possession and other forms of the supernatural can lead to children being abused. Fear of the supernatural is also known to be used to make children comply with being trafficked for domestic slavery or sexual exploitation. Where staff have concerns about a child who may be subject to this form of abuse they should report it to a Designated Child Protection Officer. For more information see 'Tackling Child Abuse linked to Faith or Belief':

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

44. Peer to Peer abuse

Peer on peer abuse includes bullying, physical abuse, sexual violence, sexual harassment, sexting, and so-called initiation ceremonies. Where staff have concerns about a child who may be subject to this form of abuse they should report it to a Designated Child Protection Officer.

For more information see:

<http://hub4leaders.co.uk/learning-hub/blog/what-you-need-to-know-about-peer-on-peer-abuse/>

45. Mental Health

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

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSL(s).

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies for routes to escalate if necessary.

46. Pupil with Family Members in Prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of 'Are you a young person with a family member in prison?' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns. Parental consent must be sought before support is offered to the child.

47.Domestic Abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, “domestic abuse” is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person’s child) where both are aged 16 or over and are personally connected. “Abusive behaviour” includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse.

“Personally connected” includes people who:

- are, have been, or have agreed to be married to each other;
- are, have been, or have agreed to be in a civil partnership with each other;
- are, or have been, in an intimate personal relationship with each other;
- each have, or had, a parental relationship towards the same child; and/or
- are relatives.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

48.Homelessness

The DSL and deputy DSL(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour. Any mention of a family moving home because “they have to”. Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

49.Children and the court system

Pupils Required to Give Evidence in Court Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support. Pupils will be provided with the booklet ‘Going to Court’ from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns (Al-Mizan School).

Pupils will be provided with the booklet ‘Going to Court and being a witness’ from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns (London East Academy).

50.Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child’s parents. It applies to children under the age of 16 or 18 if the child is disabled.

Children looked after by the local authority or who are placed in residential schools, children’s homes or hospitals are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. We recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children’s services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify MASH of the circumstances.

51. Child Abduction and Community Safety Incidents

For the purposes of this policy, "child abduction" is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers. All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils. Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

52. Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera. Upskirting will not be tolerated by the schools. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

53. Sexting and Sharing of Indecent Images

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos 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.

All incidents of this nature should be treated as a safeguarding concern and in line with the government guidance on Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to MASH or the Police as appropriate.

Immediate referral at the initial review stage should be made to MASH/Police if:

- the incident involves an adult;
- there is good 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 education needs);

- what you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- the imagery involves sexual acts;
- the imagery involves anyone aged 12 or under; and / or
- there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to MASH or the police. Such decisions will be recorded.

In applying judgement, the DSL will consider if:

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern
- i.e. difficult home circumstances; and / or
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or MASH. Otherwise, the situation can be managed within the school. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

Note: Children whose situations do not currently fit the above categories may also be at significant risk of harm. This could include situations where another child in the household has been harmed or the household contains a known abuser.

54. Confidentiality, Information Sharing and GDPR

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

School staff should be proactive in sharing as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

Staff should only discuss concerns with the DSL, Headteacher, Trust Leader or Chair of Trust (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2020) emphasises that any member of staff can contact children's social care if they are concerned about a child. Child protection information will be stored and handled in line with the Data Protection Act 2018 and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018.

Information sharing is guided by the following principles:

- necessary and proportionate;
- relevant;
- adequate;

- accurate;
- timely;
- secure.

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children; safety of the child is always paramount.

- Our schools recognise that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- Staff will receive regular updates and DSL will cascade awareness around for example, FGM , Sexual violence and sexual harassment
- However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a child to other members of staff on a need to know basis.
- We will always undertake to share our intention to refer a child to MASH with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will contact the MASH consultation line.

55. Training

Staff members will undergo safeguarding and child protection training at induction, which will be updated on a termly basis and/or whenever there is a change in legislation. The induction training will cover:

- The Child Protection and Safeguarding Policy.
- The Peer-on-Peer Abuse procedures.
- The Staff Code of Conduct.
- 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate).
- The Behavioural Policy.
- The Children Missing Education Policy, including the safeguarding response to children who go missing from education.
- Appropriate child protection and safeguarding training, including online safety training.
- Information about the role and identity of the DSL and deputy DSL(s).

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep LAC and PLAC safe.
- CCE and the need to refer cases to the National Referral Mechanism.
- Updated online safety training.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

The DSL and deputy DSL(s) will undergo child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSL(s) will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements.

- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to CSCS.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by pupils with SEND.

The minimum training offer for all staff will be as follows:

Participants in Training	Type of Training	Timing / Frequency	Training Provider
All staff	Safeguarding Induction	On joining	DSL or DDSL
All staff	Annual update	Annually (usually September)	DSL or DDSL
All staff	Reading time for KCSIE	Annually in September	DSL or DDSL
All visiting staff	Reading time for school specific safeguarding information	On arrival	DSL or DDSL
Governors	Annual update	Annually (usually Autumn Term)	DSL or External Provider
DSL and DDSL	DSL Training	Bi-annually	External provider (usually Local Authority)

56. Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Have mental health needs.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.
- Have family members in prison, or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Misuse drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are persistently absent from education, including persistent absences for part of the school day.

- Show early signs of abuse and/or neglect in other ways.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

Children at risk from extremism and radicalisation

57. Aims

- a. understand how an extremist narrative, which can lead to harm, can be challenged by staff in schools; and to model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;
- b. understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism; and to understand how to manage risks within the school;
- c. understanding how to support individuals who are vulnerable, through strategies to support, challenge and protect;
- d. increase the resilience of pupils and of the school community by helping pupils to acquire skills and knowledge to challenge extremist views, and by promoting an ethos and values that promote respect for others, and;
- e. Use teaching styles and curriculum opportunities which allow grievances to be aired, explored and which demonstrate the roles of conflict resolution and active citizenship.

Exposing children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

"Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm." Home Office – The Prevent Strategy.

58. Why might a young person be drawn towards extremist ideology?

A decision by a young person to become involved in violent extremism:

- a. may begin with a search for answers to questions about identity, faith and belonging;
- b. may be driven by the desire for 'adventure' and excitement;
- c. may be driven by a desire to enhance the self-esteem of the individual and promote their 'street cred';
- d. is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support, and;
- e. Is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination.

59. Recognising Extremism - early indicators may include:

- a. Showing sympathy for extremist causes
- b. Glorifying violence
- c. Evidence of possessing illegal or extremist literature
- d. Advocating messages similar to illegal organisations such as 'Muslims Against Crusades' or other non-proscribed extremist groups such as the 'English Defence League'.
- e. Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online; therefore, young people's involvement with particular groups may not be apparent through their social presentation.)

60. Reporting

In the first instance, report any concerns to the Designated Safeguarding Officer (DSL). To deal with the concerns about a child being involved in, drawn into, or susceptible to violent extremism, the DSL will follow the referral route described below.

- a. Talk to the family and other professionals working with the young person about the concerns and get their views. (If the family is implicated in potential extremism contact will be made with the Social Inclusion Panel first).
- b. Seek consent to complete an early help assessment and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.
- c. Contact other relevant agencies and engage them in a Team around the Child (TAC) approach to supporting the young person and their family with a programme of support.
- d. If the concerns persist and the TAC approach does not seem to be having a positive impact, or if it appears the young person is already exposed to or involved with extremist organisations, refer the case to the **Social Inclusion Panel** (SIP) using the EHA form.

61. Interventions for individuals

The school may implement a number of strategies to support individuals, such as:

- a. Increased adult support, supervision and encouragement
- b. Positive buddying programmes
- c. Positive activities in and out of school
- d. Behaviour support / anger management programmes
- e. Attendance support
- f. 1 to 1 or group counselling (Place 2 Be)
- g. Parenting programmes with a Preventing Violent Extremism element
- h. Links with relevant voluntary or religious organisations
- i. Advice on cyber safety (for pupils and parents)

And referrals (usually through SIP) for:

- a. Family Therapy / CAMHS programmes
- b. Targeted Youth Support
- c. YISP crime prevention programmes
- d. Police Prevent team support
- e. Specialised theological / educational programmes
- f. Intensive Family Support Programmes

62. Prevention

The school seeks to prevent extremism through its curriculum and other activities. These include:

- a. Work on community cohesion, tolerance and anti-violence addressed throughout curriculum: promoting alternative positive narratives to counteract extremist ideologies.
- b. Open discussion and debate of issues and the law in a supportive environment.
- c. Critical appraisal of sources /internet resilience /identifying propaganda – relevant for all subjects but especially when using the internet for research
- d. Citizenship programmes – British Values
- e. Anti-bullying work including homophobia and violence against women
- f. Rewarding positive behaviour
- g. Pastoral and induction support
- h. Work on safety, risk and crime prevention
- i. Opportunities for channelling positive engagement e.g. charity work/fund-raising
- j. Positive in and out of school hours' programmes, including holiday programmes
- k. Parenting programmes to ensure consistent messages between home and school

63. Internet Security

Generally, what is good practice for safeguarding in other fields is good practice for safeguarding against extremism. Two main factors impact upon online safeguarding – these are user behaviour and network security. The school enforces an Acceptable Use Policy, which includes provisions such as preventing access to private email on the network, ensuring web connected computers are in public areas, and monitoring browsing history. There is also, as always, a need to ensure that everyone knows what to do should they become concerned about something they find, or contact they receive,

online. The school has a robust filtering system in place, both at a school and service provider level. The school uses the Openness Filtering System. This has several layers of filtering and provides scopes for monitoring individual user profiles as required.

The school has the right to amend its filtering settings. The Leader for computing and the HT have the necessary access rights, and they also receive training for the effective use of the systems.

64. Visitors and the Use of School Premises & Facilities

- a. The school monitors the activities of any clubs or groups operating under the name of the school, or using its premises or facilities.
- b. Appropriate checks are made for all visitors (e.g. By searching for the person or company on the internet). Extensive research is carried out before inviting anyone to contribute to school assemblies or addressing the pupils/students.
- c. The Mosque (ELMT) has its own rigorous procedures for vetting speakers or Imams who lead prayers.
- d. Visitors agree to uphold the values and policies of the school when signing in.

The Office Manager is responsible for implementing the above.

School Governors

Governors are responsible for ensuring Prevent issues are being addressed through the curriculum and that the safeguarding policy reflects vulnerability to radicalisation. The school will report on these to the Governing Body and the lead Governor for Safeguarding.

Important telephone numbers and emails

DSL at AMS & LEA: Fazal Mahmud - fazal@eastlondonmosqueschools.co.uk

Deputy DSL at AMS & LEA: Mohammed Badr - badr@eastlondonmosqueschools.co.uk

DSL of the governing body: Hussain Shefaar – hseducation@hotmail.co.uk

Safeguarding lead assistant: Abul Kalam Azad – akazad@eastlondonmosqueschools.co.uk

Safeguarding officer at AMS & LEA: Rozina Akhter

Anyone can call MASH with any concerns related to safeguarding and/or child protection issues

Children’s Social Care Multi-Agency Safeguarding Hub (MASH)

020 7364 5606/5601 (Mon-Fri, 9am-5pm) MASH@towerhamlets.gov.uk

MASH@towerhamlets.gcsx.gov.uk (secure email)

Mash out of hours: 020 7364 4079

Children’s Social Care out-of-hours-team – 020 7364 5000

Local Authority Designated Officer (LADO)

0207 364 0677 / 07903 238827 LADO@towerhamlets.gov.uk

Police Child Abuse Investigation Team - 020 8217 6484

The Early Help HUB - 020 7364 5006

For Adults (those 18 or over) cases should be referred to the Safeguarding Adults Panel (SAP).

Simon Smith - **Prevent Programme Manager** - Tel: 020 7364 4691

Email: simon.smith@towerhamlets.gov.uk

If at any stage you are concerned that a child or young person is at imminent risk of harm you should also contact the Child Protection Duty Line on 020 7364 5000

If you suspect someone is actually engaged in terrorist activity, you should also contact the police or the anti-terrorist hotline immediately on 0800 789 321.

Child protection and safeguarding

A short statement for parents/carers

Keeping Children Safe in Education September 2021, the latest guidance document published by the Department for Education (DfE) maps out the school's role in protecting children from abuse.

All schools have a clear responsibility placed on them by the Children Act 1989 and by guidance from the DfE to safeguard the welfare of all their pupils/students. In doing so, schools are expected to consult with Children's Social Care if they believe there is a possibility that a child may be suffering from abuse or neglect. A referral to Children's Social Care is not intended to be an accusation of any particular action or against any particular person. It is the reporting of concerns which have come to the school's attention. This is in accordance with Tower Hamlets Local Safeguarding Children Board's Child Protection Procedures.

Al-Mizan School and London East Academy have a Child Protection & Safeguarding Policy and this refers to Tower Hamlets Local Safeguarding Children Board's Child Protection Procedures. Both of these documents are publicly available and can be consulted by parents / carers.

The Designated Safeguarding Lead (DSL) at Al-Mizan and London East Academy is Fazal Mahmud. The Deputy DSL for both schools is the Head Teacher Mohammed Badr. The member of the governing body who is responsible for safeguarding and child protection is Hussain Shefaar

The DSL will be happy to discuss any questions or concerns parents / carers may have about Child Protection practice in the schools.

This safeguarding and child protection policy will be reviewed annually by the Governing Body. The policy was last reviewed in August 2021.

Actions taken - on a Record of Concerns

Name of DSL taking the actions			
Date concern raised		Date action taken	
Date the Director of LMC briefed about the concern			
Record of actions taken (use this space to keep a detailed outline of the actions taken and the outcomes)			

Appendix F - Dealing with Allegations of Abuse against Headteacher, Teachers, Volunteers and other Staff

These procedures outline the initial response to an allegation of abuse against headteacher, teachers or another member of staff. For more detailed guidance, particularly action following the outcome of an initial investigation reference must be made to the [DfE Guidance](#).

65. Reporting Allegations

a) *Allegations against any staff*

Any allegation of abuse of a student by a staff must be reported to the Designated Safeguarding Officer, Fazal Mahmud or the deputy DSL Mohammed Badr

b) Should the initial allegation first be made to any other member of staff then that member of staff must either request the person raising the allegation to report it to the Designated Safeguarding Officer or if that is not possible to pass details of the allegation to the Designated Safeguarding Officer immediately.

c) *Allegations against the Headteacher*

Should the allegation be made against the Headteacher then this should be brought to the attention of Chair of Governor, who is also the safeguarding lead immediately.

d) Should the allegation meet any of the following criteria then the school should report the allegation to the local authority designated officer the same day that the allegation is received that a teacher or member of staff or volunteer at the school has:

- **behaved in a way that has harmed a child, or may have harmed a child or;**
- **possibly committed a criminal offence against or related to a child or;**
- **behaved towards a child or children in a way that indicates s/he would pose a risk of harm if they work regularly or closely with children.**

66. Initial Consideration

a) The Designated Safeguarding Officer or the Headteacher or the Director of LMC (depending on against whom the allegation is) will discuss the matter with the 'Local Authority Designated Officer' (LADO) at London Borough of Tower Hamlets (LBTH) and provide any further details of the allegation and the circumstances in which it was made.

b) The school should not investigate the allegation at this stage. The discussion with LADO will consider whether there is evidence or information that establishes that the allegation is false or unfounded.

c) If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer significant harm, the local authority designated officer will immediately refer to children's social care and ask for a strategy discussion in accordance with Working Together to Safeguard Children to be convened straight away. In those circumstances the strategy discussion should include the local authority designated officer and the school Designated Safeguarding and Child Protection Officer.

d) If there is no cause to suspect that "significant harm" is an issue, but a criminal offence might have been committed, the local authority designated officer should immediately inform the

police and convene a similar discussion to decide whether a police investigation is needed. That discussion will also involve the school and any other agencies involved with the child.

67. Action following initial consideration

- a) Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the school Designated Safeguarding Officer to deal with it in consultation with School Governors⁵. In such cases, if the nature of the allegation does not require formal disciplinary action then appropriate action should be instituted within three working days.
- b) If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.
- c) Where further investigation is required to inform consideration of disciplinary action the school Designated Safeguarding Officer and the School Governors should discuss who will undertake that with the local authority designated officer (LADO).
- d) The investigating officer should aim to provide a report to the school within 10 working days.
- e) The following definitions should be used when determining the outcome of allegation investigations:
 - 1) **Substantiated**: there is sufficient identifiable evidence to prove the allegation;
 - 2) **False**: there is sufficient evidence to disprove the allegation;
 - 3) **Malicious**: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;
 - 4) **Unfounded**: there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively, they may not have been aware of all the circumstances;
 - 5) **Unsubstantiated**: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- f) On receipt of the report of the disciplinary investigation, the school Designated Safeguarding Officer and the School Governors should consult the local authority designated officer, and decide whether a disciplinary hearing is needed within two working days. If a hearing is needed it should be held within 15 working days.
- g) In any case in which children's social care has undertaken enquiries to determine whether the child or children are in need of protection, the School Governors and Chair of Governors should take account of any relevant information obtained in the course of those enquiries when considering disciplinary action.
- h) The local authority designated officer should continue to liaise with the school to monitor progress of the case and provide advice or support when required or requested.

⁵ This role is delegated by the School Governors to the designated Child Protection governor.

68. Case subject to police investigation

- a) If the police and/or Crown Prosecution Service decide not to charge the individual with an offence, or decide to administer a caution, or the person is acquitted by a Court, the police should wherever possible aim to pass all information they have which may be relevant to a disciplinary case to the Headteacher within three working days of the decision. In those circumstances the school and the local authority designated officer should proceed as described above.
- b) In any case in which children's social care has undertaken enquiries to determine whether the child or children are in need of protection, any information obtained in the course of those enquiries which is relevant to a disciplinary case should also be passed to the school and the Headteacher should request this information.

69. Supporting those involved

Staff

- a) Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is key to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police.
- b) The person who is the subject of the allegation should be kept informed of the progress of the case and consideration should be given to what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents

- c) Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parent or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence. Parents and carers should also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice. In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

70. Resignations and 'compromise agreements'

- a) If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all

the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

- b) So-called 'compromise agreements', by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in these cases. Such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to the Disclosure and Barring Service where circumstances require that.

71. Record keeping

- a) Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.
- b) The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS Disclosures reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.
- c) The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on employment retention.

72. References

- a) Cases in which an allegation was proven to be false, unsubstantiated, unfounded or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. should also not be included in any reference.