



Safeguarding Policy

This policy has been written with reference to the following legal framework and guidance documents:

Keeping Children Safe in Education: (DfE: Sept 2023)
Working Together to Safeguard Children (September 2018)
What to do if you're Worried a Child is Being Abused (HM Govt. March 2015)
Education (Independent School Standards) (England) Regulations (2014) and (January 2015)
Preventing and tackling bullying (DfE: July 2017)
DfE and ACPO drug advice for schools
Domestic Violence and Abuse (Home Office) March 2016
Female genital mutilation: multi agency practice guidelines (HM Government 2014)
Preventing youth violence and gang involvement (Home Office: March 2015)
The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage (HM Government: April 2023)
National action plan to tackle child abuse linked to faith or belief (DfE August 2012)
No Health Without Mental Health strategy (Department of Health)
Mental Health and Behaviour in Schools (DfE March 2016)
This is Abuse Discussion Guide (Home Office: 2013)
Safeguarding children in whom illness is fabricated or induced (DCSF March 2008)
Schedule 10 of the Equality Act (2010)
Special Educational Needs and Disability Code of Practice, 0-25 years (DfE Department for Health: January 2015)
LSCB: London Child Protection Procedures 2017 (Sept 2019)
Supporting children and young people who are bullied: advice for schools (DfE: 2014)
Guidance for Safer Working practices for Adults Who Work with Children and Young People (2007)
What to do if you suspect a child is being sexually exploited (DfE: 2012)
Counselling in Schools: a blueprint for the future (DfE: March 2015)
Mental Health and Behaviour in School (DfE: March 2015)
Safeguarding children who may have been trafficked: practice guidance DfE Home Office: 2011



Channel Duty Guidance Protecting vulnerable people from being drawn into terrorism
(HM Government: 2015)

Prevent Duty Guidance: for England and Wales (HM Govt, July 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE, June 2015)

The use of social media for online radicalisation (July 2015)

The Rehabilitation of offenders Act

The Children Act 1989

Human Rights Act 1998

Data Protection Act 1984

The Protection of Children Act 1999

The Children (NI) Order

The children (Scotland) Order

Protection of Children Act (1999)

Data Protection Act 1998

Data Protection Act 2018

GDPR (May 2018)

The Children Act (Every Child Matters) (2004)

Safeguarding Vulnerable Groups Act (2006)

Childcare Act 2006

Introduction

The policy incorporates the Department for Education updated guidance contained within 'Keeping Children Safe in Education', issued in September 2023, "Working Together to Safeguard Children" (July 2018), the requirements of the Children Act 2004, London Child Protection Procedures 2017 (Sept 2019) and pays regard to the Prevent duty 2015. We have a separate written policy for the Prevent Duty, Safer Recruitment and E-Safety.



Definitions

Safeguarding and promoting the welfare of children is defined as:

- Ensuring children are provided with safe and effective care whilst they are growing up
- Ensuring that all pupil's circumstances allow them to have the best outcomes
- Protecting children from maltreatment
- Preventing impairment of children's health or development

The Children's Act 1989 requires all Local Authorities and Schools to:

- Take action to safeguard and promote the welfare of any child who is suffering or likely to suffer 'significant harm'
- Safeguard and promote the welfare of any child who is 'in need'

There are two parts to safeguarding:

- A duty to protect children from maltreatment
- A duty to prevent impairment of health and development

Promoting welfare means:

- Creating opportunities to enable children to have optimum life chances

Significant Harm

The concept of Significant Harm introduced by the **Children Act 1989** is the threshold by which compulsory intervention by Social Services may take place:

- Harm means ill treatment or the impairment of health or development, it is not limited to ill treatment that is physical but also as the impact of witnessing 'ill treatment of others' for example, as in the case of domestic abuse;
- Development means physical, intellectual, emotional, social or behavioural development;
- Health means physical or mental health; and
- Ill treatment includes sexual abuse and forms of ill treatment which are not physical.



Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer from significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Our Vision

At Alamiyah School we are concerned about the safety and wellbeing of all children. We will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life to ensure that all children are safe, secure and happy.

Our Commitment to Safeguarding Children

At Alamiyah School,

- o Pupils, staff, helpers, families and other visitors are made welcome and comfortable and everyone is treated with respect.
- o We believe that all children and young people have the right to protection from neglect and abuse and that their welfare is of paramount importance.
- o Learning and personal development takes place in a climate of trust and confidence and where everyone's unique contribution to our community is valued.
- o We maintain an environment, which promotes the safety, wellbeing and development of children.
- o We help children to establish and sustain satisfying and trusting relationships within their families and with peers, teachers and other adults.



- o We create an environment, which encourages children to develop a positive self-image, regardless of race, language, religion, culture or home background.
- o We enable children to have self-confidence and the ability to express their feelings.
- o We recognize that everyone who comes into contact with a child has a responsibility for safeguarding and promoting their welfare and for ensuring that they are protected from harm.
- o All staff and volunteers working in the school have a duty to ensure that children are safe and protected and we all have a duty to ensure that if there are any concerns relating to the welfare or safety of a child the Barking and Dagenham Child Protection procedures are followed.
- o We will ensure that our approach is child centred and focuses on what is in the best interests of the child.
- o We will always attempt to work in partnership with families but in any conflict between the needs of the child or young person and those of parents/carers or professionals, the needs of the child must come first.
- o All staff will be individually pro active and tenacious in their safeguarding duties, from the point of identifying concerns and sharing information to taking prompt action and following up any concerns.
- o We are committed to safe recruitment and selection procedures to ensure that all staff and volunteers have been appropriately screened prior to appointment, and to the provision of appropriate child protection training through the staff induction programmed and within continuing professional development opportunities.



Scope of this policy:

- o To provide clear direction to staff and others about expected codes of behaviour in dealing with Child Protection issues.
- o To make explicit the school's commitment to the development of good practice and sound procedures so that child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child and put the child first.
- o To promote effective liaison with other agencies in order to work together for the protection of all members of the community.
- o We have a separate written Safer Recruitment Policy and Whistleblowing Policy
- o We have a separate written Prevent Duty Policy and British Values Policy
- o We have a separate written E-Safety Policy, Anti Bullying Policy and FGM Policy

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is **Mrs Saahera Motara**. The Deputy Designated Safeguarding Lead is **Mrs Nasima Bobat**. The Trustee Lead who oversees this work is **Dr Uzma Ayub**.

- Governing bodies and Boards that operate independent schools must have a senior board level lead to take leadership responsibility for their school's safeguarding arrangements
- All schools have to have a senior member of staff with responsibility for implementing the child protection policy. In our school the designated member of staff with child protection responsibility is Saahera Motara
- As the designated safeguarding lead for child protection, Saahera Motara will have regular child protection training and will make sure that all staff and volunteers know how to recognise and report any concerns or indications that a child is or has been neglected or abused.



- The DSL will provide information to the board regarding the number, nature and outcomes of referrals made.
- The DSL will make any necessary contact with the appropriate safeguarding team or the police and she will make sure that the school follows the LSCB and are committed to working in partnership with the Children's Services Duty and Assessment Team.
- The DSL is aware of the requirement for children (investigated by the police) to have an Appropriate Adult present. *For more information about the 'appropriate adult' see the following guidance:*
<https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>
- The DSL will follow safeguarding procedures and will contribute fully to the child protection process.
- If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate.
- The DSL will take lead responsibility for online safety and will have an understanding of filtering and monitoring in use at Alamiyah School.

Management and Governors

The designated safeguarding lead undertakes roles and responsibilities (single agency) training and Local Safeguarding Children Board (LSCB) interagency training at a minimum of every 2 years.

All Trustees and Governors receive appropriate safeguarding and child protection (including online) training at induction. This training provides them with the required knowledge to be able to provide strategic challenge to test and assure that the safeguarding procedures in place at the school are effective and support the delivery of a robust whole school approach to safeguarding. Furthermore, their training is updated regularly. The Directors and Governors will attend roles and responsibility training every 2 years and other safeguarding training as appropriate.

They will be made aware of updates to safeguarding policies and Governmental guidance in annual and if necessary termly updates. It is important that Directors and Governors have an understanding of specific safeguarding issues such as child on child abuse and what the



indicators are so that Safeguarding in the school is appropriately led and systems are monitored effectively.

Governors ensure a safe environment in which to learn, in both the children's physical and virtual environments. Governors limit children's exposure to the risks from the school's IT system as far as possible through the employment of appropriate filtering and monitoring systems. A review of the effectiveness of these systems and measures is undertaken annually. Governors also ensure that "over blocking" does not lead to unreasonable restrictions which limit what children can be taught with regard to online teaching and safeguarding.

Governors ensure that where services or activities are provided by another service provider then assurance is sought that the body providing the services or activities have the appropriate safeguarding and child protection policies and procedures in place and arrangements have been put in place to liaise with the school where appropriate. This should be in place regardless of whether the children attending are from the school or not.

All Staff

In accordance with the guidance KCSIE (Keeping Children Safe in Education) 2023 all staff including DSL's will do a refresher course annually and will also be updated annually on any additional guidance issued on safeguarding to provide them with relevant skills and knowledge to safeguard children effectively.

- o We ensure that all staff read and signed to say that they have read and understood at least Part One of this guidance. Staff understanding of procedures and the guidance is checked through the means of a questionnaire.
- o We ensure that mechanisms are in place to assist staff to carry out their duties safely.
- o All staff members are made aware of systems within school which support safeguarding and these are explained to them as part of staff induction. Staff must know these systems well, including identifying and reporting concerns, making a referral, the importance of acting immediately. This includes knowledge of:
 1. The Safeguarding Policy and Procedures;



2. The Behaviour Management Policy;
3. Anti Bullying Policy
4. E-Safety Policy
5. The Staff Handbook (outlining staff code of conduct)
6. The role of the designated safeguarding lead;
7. The Arrival and Departure of Children Policy;
8. The Visitor Policy;
9. The Missing child policy;
10. The Uncollected child policy;
11. The Health and Safety Policy;
12. Admissions Policy;
13. Attendance and Punctuality Policy;
14. Transition Policy

Copies of all policies and a copy of part one of the document (Keeping Children Safe in Education) are provided to staff at induction and up to date versions are accessible to them at all times even remotely.

Induction

All staff, including supply staff, on site contractors, support services, teaching practice students and volunteers working in the school will be given induction information regarding this policy.

Training

All members of staff will receive child protection training as part of their induction by the designated safeguarding lead for child protection or an external expert in addition to annual refresher training. Staff will update their training every 2 years. Please see our training record for details on our most recent Safeguarding training session. Training is updated regularly for the Head who is also the DSL, and all staff every year. The DSL will be responsible for ensuring that child protection training is kept up to date.



In addition, staff receive safeguarding and child protection updates (e.g. by email and staff meetings), as required, to provide them with the relevant skills and knowledge to safeguard children effectively.

All staff are made aware of the DfE's advice about the use of force published on website: www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force and are aware of what constitutes inappropriate physical contact.

All staff know what to look out for since this is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the Designated Safeguarding Lead.

All staff know what to do if a child tells them they are being abused, exploited or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead and children's social care.

Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child. All staff are able to reassure victims that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff have been advised that they are not allowed to take photographs of children using their own mobile phone or personal camera. See E-safety Policy.

Staff training includes raising awareness of issues including children who run away or go missing, female genital mutilation and child sexual exploitation.

Staff training includes understanding how to keep children safe who are looked after by a local authority. This includes ensuring that staff have up to date assessment information, the most recent care plan, contact arrangements with parents, delegated authority to carers and information available to the designated person.



Staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that might follow a referral, along with the role they might be expected to play in such assessments.

All staff should be aware of the early help process, and understand their role in it which includes identifying emerging problems, liaising with the designated safeguarding lead, supporting other agencies and professionals in an early help assessment, sharing information with other professionals to support early identification and assessment in some cases, acting as the lead professional in undertaking an early help assessment.

All staff have a responsibility at all times, to consider what is in the best interests of the child. Although there are clear procedures to follow within this policy, all staff must be aware that they may make a referral to external agencies. The term 'children' refers to everyone under the age of 18.

Volunteers and Teaching Practice Students

All volunteers and short term or supply staff will be informed of their responsibility to safeguard children; they will be provided with training and the name of the designated safeguarding lead.

Capital Programme

We will ensure that during the progress of any building or other on site works, contractors will be issued with relevant child protection information. This will include our expectation of their conduct whilst on site.

Recruitment (*Please see Safer Recruitment Policy*)

The Trustees will ensure, in keeping with the recommendations of the Bichard Inquiry and the DfE guidance on *Safeguarding Children*, that our recruitment and selection policy is robust in



following up references, DBS checks, prohibition checks, right to work and career gaps. Recruitment systems are in place to prevent unsuitable people working with our pupils.

Whistleblowing *(Please see the School's Whistleblowing Policy for more details)*

All staff and volunteers should feel able to raise concerns about poor or unsafe practices and potential failures in the school's safeguarding systems and know that their concerns will be taken seriously.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- o General guidance can be found in our Whistleblowing Policy and Staff Handbook
- o The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Mon to Fri and Email: help@nspcc.org.uk.

Teaching Safeguarding

Pupils are taught about safeguarding through our PSHE programme. The non-statutory framework for Personal, Social and Health Education (PSHE) and the statutory Relationships and Sex Education delivered through PSHE provide opportunities for children to learn about relationships, keeping safe, and who to ask for help if their safety is threatened. We teach children through lessons and whole class circle times to develop a healthy and safe lifestyle and give opportunities to help them/to cover the following issues in an age appropriate way:

- to recognise and manage risks in different situation and then behave responsibly
- to judge what kind of physical contact is acceptable
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being
- to develop effective ways of resisting pressure; including knowing when and where to get help



- to understand cyber bullying and to know where to find help
- to be aware of e-safety when using social messaging or the internet
- to learn that it is acceptable to talk about their own problems and where to find help.
- to learn what healthy and respectful relationships look like
- to learn and understand about boundaries and consent
- to learn and understand about stereotyping, prejudice and equality
- to develop body confidence and self-esteem
- to recognise an abusive relationship, including coercive and controlling behaviour

Where pupils have been victims of abuse or they are vulnerable or have SEND, then a more tailored approach is employed through delivering the curriculum in small groups or on a one to one basis according to the needs of the children.

Supporting Children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service (CAMHS), education welfare service and educational psychology service;
- ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.



Listening to Children

Children will speak to people that they feel they can trust and they feel comfortable with. This will not always be a teacher. For this reason all staff (teaching and non-teaching) are trained in child protection so that they know how to respond sensitively to a child's concerns, whom to approach for advice about them, and the importance of not guaranteeing complete confidentiality.

All staff are trained to build trusting relationships with children where children feel comfortable to talk. All staff are also trained to 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 treatment as harmful, for example, children may feel embarrassed, or threatened due to their vulnerability such as disability and language barriers. Therefore, all staff are also trained to develop a professional curiosity and speak to the DSL if they have concerns about a child.

Any member of staff who is approached by a child wanting to talk should listen positively and reassure the child. They should record the conversation on the cause for concern form as soon as possible, distinguishing clearly between fact, observation, allegation and opinion, noting any action taken and signing and dating the note. They should then inform the DSL (or in her absence- the Deputy DSL). The member of staff should be aware that the way in which they talk to the child could have an effect on the evidence that is put forward if there are subsequent proceedings. Staff should not jump to conclusions, ask leading questions, or put words in a child's mouth. There should be no pressure to talk or to stop the child from freely recalling.

Supporting Children who are Lesbian, Gay, Bi, or 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 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 identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore important that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns.



Children requiring Mental Health Support

Schools 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. The DSL takes the responsibility of Mental Health Lead and trains staff to identify possible mental health issues, how to report them and how to escalate and make referrals. The school will provide support for pupils with mental health issues in house and through working with external agencies. More information can be found in the guidance below:

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

Particularly Vulnerable Children

We recognise that for a number of reasons, children with special needs are more vulnerable to abuse, and may be less able to tell people about abuse happening to them. For these reasons, it is essential that rigorous child protection procedures are in place, especially with regard to recruitment, checks on volunteers and paid workers, whistle blowing policies, and having clear guidelines setting out acceptable behaviour by those working with children with disabilities. Support for children for whom English is an additional language and children in care may also require extra consideration.

Looked After Children

Looked After Children (LAC) is the term applied to children who are not living in the family home and whose welfare has become the responsibility of the local authority. Mostly the children are placed with foster carers but can be living with a member of the extended family or in a larger residential foster home. The children may be in this situation for a number of reasons such as a lone parent being seriously ill or hospitalised, or a temporary crisis for the family. Most are in local authority care due to suspected or proven abuse or continued lack of appropriate care. Looked after children can be particularly vulnerable. We will work with the local authority and



carers in formulating a **Personal Education Plan (PEP)** to lessen the impact on the child. These plans will be reviewed regularly. The DSL will participate in training and support networks for Designated Teachers (responsible for Looked After Children) set up by the local authority and will be responsible for ensuring that the needs of looked after children are being met in the school by:

- Maintaining a register of all children in public care on roll at the school; ensuring an induction meeting takes place when a LAC joins the school; obtaining educational records from the child's last school
- Ensuring that within 3 weeks of a child in public care entering the school or changing a care placement, a Personal Education Plan is completed with the Social Worker/Carer.
- Sharing relevant personal information sensitively with other people that need to know.
- Ensuring that an appropriate person acts as an advocate for a child in public care.
- Ensuring good liaison with the child's Social Worker and other Children, Schools and Families Service staff.
- Ensuring that all teachers are aware of particular issues for children in public care.
- Establishing good communication systems between relevant teachers and carers.
- Supporting carers and school staff to ensure that any special educational needs of children in public care are met.
- Fostering a love of learning and setting high expectations for children in public care
- A member of senior management to take the role of that a virtual head would take in order to ensure that funding is used appropriately

Care Leavers

If a child ceases to be looked after, they become care leavers. The LA still has responsibilities to children or youth who cease to be looked after. The LA will appoint a Personal Advisor to guide and support the care leaver. The DSL will seek the details of the LA Personal Advisor for the child and ensure that the school liaises with them so that they are aware of any issues of concern for the care leaver. It is important that staff have the skills, knowledge and understanding to keep previously looked after children safe since they are a particularly



vulnerable group. Work with this group requires prompt communication with the relevant agencies to safeguard them.

Children with Special Educational Needs and Disabilities

Children with SEN, a disability or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Barriers can exist when recognising abuse or neglect since:

- indicators of possible abuse could be attributed to behaviour, mood, injury related to a child's disability without further exploration
- they are more prone to peer group isolation than other children
- they can be disproportionately impacted by behaviours such as bullying (including prejudice-based bullying) without showing the any signs of this having taken place
- there may be communication barriers and difficulties in overcoming them.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or the consequences of doing so as well as the
- communication barriers and difficulties in managing or reporting these challenges.

The SENCO And DSL will put in place additional pastoral support for pupils with SEN or a Disability so that these issues can be picked up earlier. Guidance can be found below:

- Supporting Pupils at School with Medical Conditions.
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
<https://www.mencap.org.uk/>
- Council for disabled children - Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEND, and their parents.
<https://councilfordisabledchildren.org.uk/>



Early Help Assessment

Early help is a means of providing support as soon as a problem emerges. It can be provided at any point in a child's life, from the foundation years through to their teenage years. It involves working together effectively with local agencies to help improve outcomes for a child.

In most cases, parents can look after their children without the need of further help apart from family and friends. There are some parents who struggle and may require additional help from the school or other additional services. Providing early help is more effective in promoting the welfare of children than help that is put in place once a more acute problem emerges. Alamiyah School will work together with other agencies to provide a coordinated offer of early help, in accordance with the new safeguarding partner arrangements for multi agency working as recommended in the guidance 'Working Together to Safeguard Children'.

We will pool our knowledge within the school and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed through a Multi Agency Panel and/or a CAF. We will talk to the family about referral to a targeted early help service and explain that there may be a need to involve other professionals, including talking to a social worker about our concerns. We will seek the family's consent for the referral. If the family does not consent to an early help service, we will make a judgement about whether the needs of the child will escalate or the child will become unsafe without help. If our judgement is that the needs or concerns will escalate, then we will contact the MASH team for a consultation with a qualified social worker in order to make a shared decision about whether the level of concerns calls for a referral to Children's Social Care.

Any child may benefit from from early help, however staff should be particularly alert to the need for early help for the following children:

- disabled child with specific additional needs
- child with special educational needs (with or without a statutory EHCP)
- Has a mental health need
- child who is a young carer



- child who shows signs of being drawn into anti social or criminal behaviour, including gang involvement and association with organised crime groups or country lines
- child who is frequently missing/goes missing from care or from home
- child who is absent frequently
- child who is at risk of modern slavery, trafficking or sexual or criminal exploitation
- child who is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending
- child who is in a family circumstance which presents challenges for the child, such as alcohol or drug misuse, adult mental health issues and domestic abuse
- child who is misusing drugs or alcohol themselves
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- child who has returned home to their family from care
- child who is a privately fostered child
- Is persistently absent from education, including persistent absences for part of the school day or for prolonged periods
- Is showing early signs of abuse and/or neglect

All staff members should be aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff are able to identify cases of children who may be in need of help or protection.

If staff are unsure, they should always speak to the DSL or Deputy DSL. All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with the Designated Safeguarding Lead (or Deputy).

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 DSL (and Deputy) 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, sexual abuse, serious youth violence and county lines.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. In all cases, if staff are unsure, they should always speak to the DSL (or Deputy).

Early Help cases should be kept under constant review in order to determine whether the child's situation is not improving or getting worse. If this is the case then consideration should be given to making a referral to children's social care for assessment for statutory services.

The Categories of Abuse

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Staff are also made aware that children can be at risk of harm inside and outside of the school, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help.

Through their day-to-day contact with children and direct work with families, education staff have a crucial role to play in noticing indicators of possible abuse or neglect and referring those concerns to the appropriate investigative agencies (social services and police). Staff should maintain an attitude of 'it could happen here' where safeguarding is concerned.

The Children Act 1989 introduced the concept of "Significant Harm" as the threshold that justifies compulsory intervention in family life in the interests of children.



There are no absolute criteria to rely on when judging what constitutes significant harm. Overall, it can be described as the detrimental outcome of various forms of child maltreatment to the child's wellbeing.

- **Harm** means ill treatment or the impairment of health or development and includes the witnessing of harm or ill-treatment of others
- **Development** means physical, intellectual, emotional, social or behavioural development.
- **Ill-treatment** includes sexual abuse and forms of ill treatment, which are not physical.
- **Health** includes physical or mental health.

Where the question of whether harm suffered by a child is significant turns on the child's health and development, the child's health or development shall be compared with that which could reasonably be expected of a similar child.

There are four main categories of abuse – **physical injury, neglect, sexual abuse and emotional abuse**. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse. These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered.

There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion, then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes. If staff are unsure please speak to the DSL or deputy or call the MASH team if neither DSL or deputy are available.



Physical Injury

Signs & Symptoms:

- o Bruises and abrasions - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.
- o Slap marks — these may be visible on cheeks or buttocks.
- o Twin bruises on either side of the mouth or cheeks - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- o Bruising on both sides of the ear — this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- o Grip marks on arms or trunk - gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- o Black eyes – are mostly commonly caused by an object such as a fist coming into contact with the eye socket. NB. A heavy bang on the nose, however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- o Damage to the mouth – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- o Bite marks
- o Fractures
- o Poisoning or other misuse of drugs – e.g. overuse of sedatives.
- o Burns and/or scalds – a round, red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup



of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

Neglect

Signs and Symptoms:

- o Dirty
- o Lack of appropriate clothing
- o Smells of urine
- o Unkempt hair
- o No parental interest (a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness & cleanliness are unimportant and those where the lack of care is preventing the child from thriving.)
- o 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.
- o Body sores
- o Not wanting to communicate
- o Behaviour problems
- o Attention seeking
- o Lack of respect
- o Often in trouble – police
- o Bullying
- o Use of bad language
- o Always out at all hours
- o Stealing
- o Lack of confidence – low self-esteem
- o Jealousy



Sexual Abuse

Signs and Symptoms:

- o A detailed sexual knowledge inappropriate to the age of the child.
- o Behaviour that is excessively affectionate or sexual towards other children or adults.
- o Attempts to inform by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive preoccupation with secrecy and try to bind the adults to secrecy or confidentiality.
- o A fear of medical examinations.
- o A fear of being alone — this applies to friends/family/neighbours/baby-sitters, etc
- o A sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.
- o Excessive masturbation is especially worrying when it takes place in public.
- o Promiscuity
- o Sexual approaches or assaults - on other children or adults.
- o Urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- o Bruising to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- o Discomfort or pain particularly in the genital or anal areas.
- o Drawing of pornographic or sexually explicit images.
- o Withdrawn
- o Rejecting physical contact or demanding attention

Emotional Abuse

Signs and Symptoms:

- o Crying
- o Rocking
- o Withdrawn, not wanting to socialise
- o Cringing



- o Picking up points through conversation with children
- o Bad behaviour, Aggression
- o Behaviour changes
- o Bribery by parent
- o Self-infliction
- o Lack of confidence
- o Attention seeking
- o Isolation from peers – unable to communicate
- o Clingy
- o Afraid of authoritative figures
- o Treating others as they have been treated

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

CSE and CCE are both forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. (KCSIE 2023)

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into:

- transporting drugs or money through county lines,
- working in cannabis factories,
- shoplifting
- pickpocketing
- committing vehicle crime
- threatening/committing serious violence to others



Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. It is therefore important to be aware that although the indicators may not be the same, girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation (KCSIE 2023). Further information about CCE including definitions and indicators is included in KCSIE 2023 Annex B.

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where children or 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. CSE is a form of child sexual abuse. Sexual abuse may involve:

- physical contact, including
 - assault by penetration (for example, rape or oral sex)
 - non penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing.
- It may include non-contact activities, such as
 - involving children in the production of sexual images,
 - forcing children to look at sexual images or watch sexual activities,
 - encouraging children to behave in sexually inappropriate ways
 - grooming a child in preparation for abuse including via the internet



CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. It is important to note that 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 between an individual or group. 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 cyber-bullying 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.

Female Genital Mutilation (FGM)

Please refer to our policy on FGM.

FGM is a form physical and emotional abuse and it is a criminal offence to perform the procedure or assist in carrying out FGM.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM.

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. For information on warning signs that FGM may be about to take place, and what to do, see Appendix on FGM.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.



Female Genital Mutilation (FGM): Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. The Mandatory reporting duty commenced in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding leader and involve children's social care as appropriate.

Preventing Radicalisation

From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the **Counter-Terrorism and Security Act 2015 (“the CTSA 2015”)**, in the exercise of their functions to have due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for



which an extremist or terrorist group may appear to provide an answer. The Internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme. ***The School's Prevent Officer is Saahera Motara***

Honour Based Violence

So-called 'honour-based' violence (HBV) 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 HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Online Safety

Please see E-Safety Policy

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 or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

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

- Content: being exposed to illegal, inappropriate or harmful material
- Create: creating images that may be inappropriate



- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm

As part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online, online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Filtering and Monitoring

Websites and content on devices and networks at the school will be filtered and monitored rather than blocked so that issues around online safety can be discussed and resolved rather than avoided within the school environment.

The DSL has the overarching responsibility within the school to understand the filtering and monitoring systems and processes and to ensure that they are in place and strictly adhered to. The DSL will train staff on

Staff will receive training on the expectations, applicable roles and responsibilities in relation to online filtering and monitoring from the DSL. This will ensure that e-safety is embedded across the school so that staff are aware of e-safety processes and protocols that should be in place so they can then flag up any arising issues. Staff will be inducted into reporting protocols, so that issues can be reported and resolved in a timely manner.

Safe Remote Teaching

The school harnesses the regular contact it has with parents and carers to reinforce the importance of children being safe online. Parents and carers are informed about the systems the school uses to filter and monitor online use. Parents and carers are made aware of what their children are being asked to do online, including any sites that they will be asked to access and be clear who from the school their child is going to be interacting with online. See E-Safety Policy for more detailed guidance.



Safeguarding Support for Staff Whilst Pupils are Learning Remotely

We recognise the challenges faced by all staff and volunteers to safeguard pupils when pupils are at home for extended periods. In particular the members of the school's safeguarding team will also be faced with additional challenges. Where possible, opportunities for safeguarding supervision will be provided for the members of the safeguarding team and any additional staff who require further support. The aim of this supervision will be to support staff at a time when working to keep children safe is even more demanding and emotionally draining than usual. The opportunity for supervision recognises the need for resilience and determination and offers the opportunity to reflect on the impact of the situation we are faced with and prevent this from adversely affecting staff and their work.

During periods of remote learning governors will continue to support the Headteacher and DSL through communication and will remain in regular contact with them, ensuring that the Headteacher/DSL receive a regular safeguarding supervision.

During any period of lockdown or remote learning where staff are working remotely including the DSL and deputies, all safeguarding procedures remain the same with the exception of the following contact numbers (only in use when staff are working remotely) and the electronic reporting of any cause for concern using electronic safeguarding forms which are shared with all staff.

Designated Safeguarding Lead: *Mrs S Motara - 07761697649*

Deputy DSL: *Mrs N Bobat – 07783 332149*

Specific Safeguarding Issues

There are safeguarding issues that can place children at risk of harm. Behaviours such as drug taking, alcohol abuse, deliberately missing education, being absent from school or sexting (youth produced imagery) put children in danger.



Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example the NSPCC website and the GOV.UK website can provide guidance on the issues listed below (please also refer to guidance in Annex A of KCSIE 2023):

- o Child missing from education
- o Child missing from home or care
- o Children and the court system
- o Children with family members in prison
- o Child criminal exploitation - county lines
- o Child sexual exploitation (CSE)
- o Bullying including cyber bullying
- o Domestic violence
- o Drugs
- o Fabricated or induced illness
- o Faith abuse
- o Female genital mutilation (FGM)
- o Forced marriage
- o Gangs and youth violence
- o Gender-based violence/violence against women and girls (VAWG)
- o Homelessness
- o Mental health
- o Private fostering
- o Preventing radicalisation
- o Sexting
- o Teenage relationship abuse
- o Trafficking
- o Missing children and adults.
- o Hate
- o Honour based violence including breast ironing
- o child on child Abuse
- o Sexual Violence and Sexual Harassment between children



- o Serious Violence

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Our child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

Upskirting

Upskirting typically involves taking a picture under a person's clothing not necessarily a skirt without their permission or knowledge, with the intention of viewing their genitals or buttocks with or without underwear to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and can be a form of child on child abuse. Anyone of any gender, can be a victim. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

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 provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

The borough procedure must be followed if a disclosure is made about domestic abuse:



1. If you receive a disclosure of domestic abuse from a woman, refer the woman to Refuge 0300 456 0174 or the National Domestic Abuse Helpline (woman or man) 0808 2000 247.
2. If a woman declines a referral, encourage the woman to call the Police on 999 to report the abuse. Offer the use of a phone.
3. Record the disclosure/ concern: noting date, time, what you saw or what was said
4. Report these concerns to your Designated Safeguarding Lead (Nominated Safeguarding Officer)
5. If you are aware of the woman having children and declining support, you must report this to the Multi Agency Safeguarding Hub (MASH) and complete a Multi Agency Referral Form (MARF)

Extra-familial Harms

All staff, but especially the DSL (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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalization.

Child on Child Abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. Young children can be involved in child on child abuse which is usually behaviour learnt from adults or from exposure to inappropriate material indicating another safeguarding issue.

All staff recognise that child on child abuse can be gendered in nature, where girls are the victims and boys the perpetrators however girls can abuse boys and any form of abuse will be



taken seriously and not dismissed. Abuse is abuse and will not be tolerated or passed off as ‘banter’, ‘having a laugh’ or ‘just part of growing up’. It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed above, that are actually abusive in nature.

All staff must be clear as to the school’s policy and procedures with regard to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. In most instances, the conduct of students towards each other will be covered by the school’s Behaviour Policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

All staff should understand that even if there are no reports in their school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to their Designated Safeguarding Lead (or deputy).

Safeguarding issues can manifest themselves in child on child abuse which may include but may not be limited to the following:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- emotional abuse, such as blackmail or extortion, threats and intimidation
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse



- sexual exploitation, such as encouraging other children to engage in inappropriate sexual behaviour (for example having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery). The Department provides Searching Screening and Confiscation Advice for schools. The UKCIS Education Group has published Sharing nudes and seminudes: advice for education settings working with children and young people.
- ‘upskirting’, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification , or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, watch pornography, touch themselves sexually or to engage in sexual activity with a third party.
- drug taking alcohol misuse
- Missing from education or being absent from school

Consensual image sharing, especially between older children of the same age, might not be abusive – but children need to know it is illegal- whilst non-consensual sharing of images is illegal and abusive.

Child on child abuse can also be characterised but not limited to the following:

- Can be an older pupil’s behaviour towards a younger or 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 pupil
- Indicates that young people outside the school may be affected by this pupil



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

Child on Child Abuse Online

Children can abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. Sexting is a safeguarding issue which can manifest in children of primary school age and cannot be dismissed. It is therefore essential that children are safeguarded from potentially harmful and inappropriate online material. As such the school ensures that appropriate filters and appropriate monitoring systems are in place and electronic devices are not allowed in school. The school is aware that this form of abuse can often take place away from school. The school therefore provides pupils with lessons on E-Safety and encourages pupils to report anything that makes them feel unhappy or worried.

What Staff should do if there is a possible case of child on child abuse

Please refer to Section C: Managing Allegations against other Pupils within Reporting Procedures.

Procedures to Minimise the Risk of child on child abuse:

On occasion, some pupils will present a safeguarding risk to other pupils. The school should be informed that the pupil raises safeguarding concerns, for example, if they have experienced serious abuse themselves.



These pupils 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.

It is important to develop appropriate strategies in order to prevent the issue of child on child abuse rather than manage the issues in a reactive way. Firstly, and most importantly is recognition that child on child abuse can and will occur on any site even with the most stringent of policies and support mechanisms. It is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting pupils to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that the school has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PSHE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of pupils, including use of inappropriate language and behaviour towards one another. In order to create such an environment, it may be necessary for whole staff training and CPD around abusive behaviours and talking to pupils in a way that continues to create an open and honest environment without prejudice.

Staff must not dismiss issues by comparing them to their own experiences of childhood. Staff should consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a pupil seeking no further help or advice. It is important that 'signposting' is available to pupils in the event that they don't feel confident raising an issue to staff or a peer. It is useful to ensure that pupils are part of changing their circumstances and that of the procedures within schools. Having a school council and pupil voice and encouraging pupils to support changes and develop 'rules of acceptable behaviour' helps to create a positive ethos in school and one where all pupils understand the boundaries of behaviour.



Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour (which can be termed "harmful sexual behaviour" (HSB)) is developmentally inappropriate and may cause developmental damage. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. The school can access confidential specialist support and advice on HSB is available from the specialist sexual violence sector and sources are listed in Annex B. Addressing inappropriate behaviour is an important intervention that can help to prevent problematic, abusive and/or violent behaviour in the future. It is important to remember that children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

Child on Child Sexual Violence or Sexual Harassment

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. We recognise that cases amongst young children have occurred and pupils must be safeguarded from this in a very sensitive way ensuring the emotional and physical welfare of both victim and the perpetrator. Due to their young age, it is important to note that the offence by the perpetrator signals that the perpetrator may have also been the victim of a sexual offence. 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 physical and verbal) and may occur at school or away from the school premises. Any instance of sexual violence or sexual harassment at whatever level is never acceptable. The school operates a zero tolerance approach to this type of behaviour which is why all victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. 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, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual Violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way, both inside and outside of school. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act (2003) defined clearly in Annex B, KCSIE 2023 (please refer to KCSIE 2023 for more detailed information) such as rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent.

Staff are also made aware that they should:

- recognise, acknowledge, and understand the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- challenge physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.



Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. Although challenging, it is important to be vigilant so that any possible signs can be detected and to show sensitivity to the needs of the child irrespective of their response.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment.

Schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include non-consensual sharing of sexual images and videos sexualised online bullying.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. 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. If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff



are in any doubt as to what to do they should speak to the Designated Safeguarding Lead (or a deputy).

The Response to a Report of Sexual Violence or Sexual Harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. 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. If staff have a concern about a child they should follow the reporting process as usual. When the child wants to make a report to a staff member, they should do the following:

- Ensure as far as possible that two members of staff are present, one staff member will take notes and the other will remain engaged with the child at all times. Record the report directly after the meeting in a full, factual manner with no personal opinion or judgement included
- where the report includes an online element, staff must be aware of [searching screening and confiscation](#) advice (for schools) and UKCIS [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#). The key point is that *staff not to view or forward illegal images of a child*. The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- not promise confidentiality as it is very likely a concern will have to be shared further (for example, with the DSL or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- listen carefully to the child, reflect back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions



should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;

If in any doubt about what to do, discuss with the DSL. All reports will be discussed with the DSL and Children's Social Care to decide on further course of action, the designated safeguarding lead (and their deputies) should be confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support when required.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy. It is important for staff to be aware of intra familial harms and any necessary support for siblings following incidents.

Children at risk from involvement in Serious Violent Crime

There are key indicators, that could mean that children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in performance,
- signs of self-harm or a significant change in wellbeing,
- signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.



For further information refer to advice for schools and colleges in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance 11.

Children Missing from Education

Children who go missing from education must have appropriate safeguarding responses to ensure that any issues of abuse, neglect, sexual abuse or exploitation, particularly county lines, do not go unnoticed and to help prevent the risk of children going missing in the future. As a school:

- we hold two emergency numbers for the child other than the parents
- we adhere to clear procedures for absences including first day and longer absences
- we have strict monitoring procedures for absences and punctuality
- we adhere to council protocols for removing a pupil from roll and informing the LA about pupils who leave the school or transition to other settings.

Abuse linked to faith or beliefs

There is no agreed definition of or consensus about the concept of 'child abuse linked to faith or belief'. Child abuse linked to faith or belief can be separated into four areas as follows;

1. Abuse that occurs as a result of a child being accused of witchcraft or of being a witch
2. Abuse that occurs as a result of a child being accused of being 'possessed by spirits' that is, 'spirit possession'
3. Ritualistic abuse
4. Satanic abuse

The forms the abuse can take include;

- **Physical abuse:** beating, burning, cutting, stabbing, semi-strangulating, tying up the child, or rubbing chilli peppers or other substances on the child's genitals or eyes



- **Emotional abuse:** in the form of isolation {e.g. not allowing a child to eat or share a room with family members or threatening to abandon them}. The child may also be persuaded that they are possessed
- **Neglect:** failure to ensure appropriate medical care, supervision, school attendance, good hygiene, nourishment, clothing or warmth
- **Sexual abuse;** within the family or community, children abused in this way may be particularly vulnerable to sexual exploitation

Child Abuse linked to faith and/or belief is not confined to one faith, nationality or ethnic community. Examples have been recorded worldwide among Europeans, Africans, Asians and elsewhere as well as in Christian, Muslim, Hindu and pagan faiths among others. Not all those who believe in witchcraft or spirit possession harm children. Data on numbers of known cases suggests that only a tiny minority of people with such beliefs go on to abuse children.

Common factors that put a child at risk of harm include;

- Belief in evil spirits: this is commonly accompanied by a belief that the child could 'infect' others with such 'evil'. The explanation for how a child becomes possessed varies widely, but includes through food that they have been given or through spirits that have flown around them;
- Scapegoating because of a difference: it may be that the child is being looked after by adults who are not their parents (i.e. privately fostered), and who do not have the same affection for the child as their own children;
- Rationalising misfortune by attributing it to spiritual forces and when a carer views a child as being 'different' because of disobedience, rebelliousness, over-independence, bedwetting, nightmares, illness or because they have a perceived or physical abnormality or a disability; Disabilities involved in documented cases included learning disabilities, mental ill health, epilepsy, autism, a stammer and deafness;
- Changes and / or complexity in family structure or dynamics: there is research evidence (see Stobart, Child Abuse linked to Accusations of Spirit Possession - see related links] that children become more vulnerable to accusations of spirit possession following a change in family structure (e.g. a parent or carer having a



new partner or transient or several partners). The family structure also tended to be complex so that exact relationships to the child were not immediately apparent. This may mean the child is living with extended family or in a private fostering arrangement (see Children Living Away from Home Procedure, Private Fostering - see related link). In some cases, this may even take on a form of servitude;

- Change of family circumstances for the worse: a spiritual explanation is sought in order to rationalise misfortune and the child is identified as the source of the problem because they have become possessed by evil spirits. Research evidence is that the family's disillusionment very often had its roots in negative experiences of migration: in the vast majority of identified cases in the UK to date, the families were first or second generation migrants suffering from isolation from extended family, a sense of not belonging or feeling threatened or misunderstood. These families can also have significantly unfulfilled expectations of quality of life in the UK;
- Parental difficulties: a parent's mental ill health appears to be attributed to a child being possessed in a significant minority of cases. Illnesses typically involved include post-traumatic stress disorder, depression and schizophrenia.

The Law in relation to child abuse linked to faith and belief

There are sufficient existing laws within the UK with which to prosecute those responsible for child abuse linked to faith and/or belief thereby negating any need for further more specific offences.

What to do if you suspect a child is at risk from abuse linked to faith and/or belief

Concerns about a child's welfare can vary greatly in terms of their nature and seriousness. If you have concerns about a child, you should record and report your concerns to the DSL.

Action to be Taken

Sometimes concerns that a child or young person is suffering or is likely to be suffering some form of abuse will build up slowly over time, and some will be as a response to a child



presenting an injury or mark or talking about a worrying issue. All concerns should be recorded on a **Cause for Concern Form** and should be referred to the designated safeguarding lead, who will provide support and guidance and if appropriate will make a referral to the safeguarding team and if necessary the police.

Private Fostering

Private fostering occurs when a child under the age of 16 (under 18 if disabled) is provided with care and accommodation by a person who is not; the parent, person with parental responsibility, or a relative in their own home for more than 28 days. If this sort of arrangement comes to the attention of school staff through normal interactions then this should be reported to the DSL using the cause for concern form. The DSL will then inform the LA so that they can check that the arrangement is suitable and safe for the child. See Annex A of KCSIE 2023.

Children Staying with Host Families

In some circumstances, if the school provides opportunities for children to stay with a host family who provide care and accommodation when the host family are unrelated to the child, this could amount to private fostering. Under the Children Act 1989, the LA will need to be notified if the arrangement constitutes private fostering. If unsure about whether it is reportable then contact the MASH team for guidance.

Contextual Safeguarding

Safeguarding Assessments of children should consider the wider context within which the child lives and travels within. Wider environmental factors within a child's life that may be a threat to their safety and/or welfare should be considered. Considering children's contexts such as deprivation and higher crime rates can lead to preventative measures and early help being put in place to bring about better outcomes.



Reporting Procedures

Section A: Disclosures by a Child

Sometimes children and young people who are suffering abuse choose a trusted adult to tell. If a child discloses abuse in school, the person hearing the disclosure should:

- o Listen, allowing the child to recall freely;
- o Reassure the child that they are believed;
- o Make notes as soon as possible on the **cause for concern form** recording as accurately as possible the words used by the child;
- o But be clear with the child that the information will have to be passed on and that there are people who will be able to help; and
- o **DO NOT ASK THE CHILD QUESTIONS;** This is the role of specially trained social workers and police officers. Others posing questions to the child could contaminate potential evidence of a crime.
- o Stress that it was the right thing to tell.
- o Do not criticise the alleged perpetrator.
- o Explain what has to be done next and who has to be told.
- o Inform the DSL without delay.
- o **DO Record and Report all disclosures to the DSL**
- o Complete the **cause for concern form** and pass it to the DSL.
- o Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Section B: What Action to Take if You Have Concerns about a Child

Members of staff, governors, volunteers, contractors or activity providers:

1. Discuss your concerns *immediately* with the DSL Saahera Motara, or in their absence, with the Deputy DSL Nasima Bobat, as soon as possible, before the child leaves for the day. It is important that the child is not sent home at the end of the day without taking the right protective action.
2. Complete the **cause for concern form** and pass it to the DSL.



3. If the DSL or their deputy is not available, you should contact the Children's Social Care Duty and Assessment Team yourself for a consultation about the action you need to take. Inform the DSL about your consultation and what actions you have taken.

Designated safeguarding lead

If you are concerned that the child is at risk of significant harm

1. Contact the relevant Duty and Assessment Team immediately. See Appendix A
2. If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately.
3. If the Duty and Assessment Team accepts the concern as a referral, send them a completed statement of referral (available on the Barking and Dagenham safeguarding for professionals section of the website.) within 24 hours.
4. The Duty and Assessment Team may decide, in discussion with you, that the child's needs fall below their thresholds and that support can be given through the Multi Agency Panel or via a CAF.
5. Record all your discussions and decision-making on the **cause for concern conversations log** and keep this form with the original record of the cause for concern. Add it and a copy of the statement of referral to the child's child protection file. If the child does not have a stand-alone child protection file, you will need to create one including a front sheet. Update or start the chronology. Continue to update the child's file and chronology as the investigation and the resulting work carry on.

You believe the child is not at risk of significant harm, but the child or their family may need support

1. Discuss your concerns with senior colleagues in another agency, if necessary.
2. Contact the Duty and Assessment Team for a consultation, without necessarily identifying the child in question, in order to develop an understanding of the child's needs and circumstances.



3. If the Duty and Assessment Team accepts your contact as a referral for social care assessment, send them a completed statement of referral within 24 hours, as above.
4. If your consultation results in the decision that the child and family are in need of help but not through Children's Services, provide additional support in the school and/or refer the child or their family to other agencies providing early help services.
5. Record all your consultations and decision-making on the **cause for concern conversations log** attached to the **cause for concern form** submitted by the teacher. Add it and a copy of the statement of referral to the child's child protection file. If the child does not have a stand-alone child protection file, you will need to create one including a front sheet. Update or start the chronology. Continue to update the child's file and chronology as the investigation and the resulting work carry on.

Discussing Concerns with the Family and the Child – Advice for the Designated Safeguarding Lead

1. In general, we will discuss any concerns the school may have with the child's parents. They need to know that we are worried about their child. However, we will not discuss our concerns if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
2. If we make a decision not to discuss our concerns with the child's parents or carers this will be recorded in the child's child protection file with a full explanation for our decision.
3. It is important to consider the **child's wishes** and feelings, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.
4. Children will be given the opportunity to express their views and give feedback.
5. When talking to children, we will take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.
6. How we talk to a child will also depend on the substance and seriousness of the concerns. We may need to seek advice from Children's Social Care or the police to



ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

7. If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.
8. It is expected that we discuss our concerns with the parents and seek their agreement to making a referral to Children's Social Care, unless we consider that this would place the child at increased risk of significant harm.
9. We do not need the parents' consent to make a referral if we consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral.
10. If parents refuse to give consent to a referral but we decide to continue, we will make this clear to Children's Social Care.
11. If we decide to refer the child without the parents' consent, we will record this with a full explanation of our decision.
12. When we make our referral, we will agree with Children's Social Care what the child and parents will be told, by whom and when.

If Children's Social Care Accepts a Referral for a Social-Care-Led Response

1. A senior social work practitioner and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary.
2. The evaluation of concerns and risks involve deciding whether:
 - a. the child needs immediate protection and urgent action is necessary; or
 - b. the child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989; or
 - c. the child is in need and should be assessed under section 17 of the Children Act 1989.
3. We will cooperate with Children's Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child. This may involve removing the child from their home.



4. We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.
5. We will share information about the child and their family for section 47 enquiries and family assessments undertaken by Children's Social Care.
6. We will ensure that a relevant staff member participates in all initial and review child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome focused child protection plan and will ensure that the child's wishes and views are considered in their own right in planning.
7. If we are members of the core group to implement a child protection plan, we will ensure that relevant staff members participate in all core group meetings.
8. We will ensure that we complete all actions allocated to us as part of the outcome focused plan, whether a child protection plan or a family support plan, in a timely way.
9. We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

Section C: Managing Allegations Against other Pupils

The new 'Keeping children safe in education' statutory guidance says that 'governing bodies should ensure that there are procedures in place to handle allegations against other children'.

In most instances, the conduct of pupils towards each other will be covered by our Behaviour Policy and Anti Bullying Policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

During class circle times (assembly) and PSHE lessons, pupils are made aware that they should tell a teacher if anything happens between them and another person online or in person or they witness something that makes them or another child feel unhappy, uncomfortable, upset, worried or unsafe. They are reminded about acceptable behaviours and unacceptable behaviours. Pupils are reminded that they can tell any teacher about their concerns, views or



feedback and that whatever they say will be taken seriously and not dismissed. The school also provides a drop in service for pupils to speak to someone confidentially away from the classroom if they have an issue.

What to do in the event of a safeguarding allegation against another pupil

When an allegation is made by a pupil against another pupil:

1. members of staff should ensure all victims are reassured that they are being taken seriously and that they will be supported and kept safe
2. 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.
3. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
4. The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this pupil.
5. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.
6. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils'.
7. 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).
8. 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.
9. 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 behaviour and disciplinary procedures. As usual, important decisions should be made on a case by case basis, after performing a thorough assessment of the children's best interests.

key specific considerations will include:

- The age, maturity and understanding of the children;



- Any disability or special needs of the children;
- Their social and family circumstance;
- Any evidence in the behaviour of the children that might suggest they have been harmed;
- Any evidence of pressure to engage in sexual activity;
- Any indication of sexual exploitation.
- There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy.

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved. In the event of disclosures about pupil on pupil abuse all children involved, whether perpetrator or victim, will be treated as being 'at risk'.

10. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
11. The plan should be monitored and a date set for a follow up evaluation with everyone

Support for the pupil who has been harmed

What support they require depends on the individual pupil. It may be that one to one support via a mentor or counselling might be appropriate. It may also be that they feel able to deal with the incident(s) with support of family and friends. It will be necessary for the pupil to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the pupil may need support in improving peer groups/relationships with other pupils or some restorative justice work with all those involved. Other interventions that could be considered may target a whole class or year group, for example a speaker on cyber bullying. It may be that through the continued curriculum of PSHE and SMSC, certain issues can be discussed and debated more frequently. If a pupil feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can



talk to, support strategies for managing future issues and identified services to offer additional support.

Support for the pupil who has displayed harmful behaviour:

In this circumstance it is important to find out why the pupil has behaved in such a way. It may be that the pupil is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from external services may be necessary and the pupil may require additional support from family members.

Once the support required to meet the individual needs of the pupil has been met, it is important that the pupil receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the pupil they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the pupil to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this pupil cannot be educated on site until the investigation has concluded. In which case, the pupil will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation, the behaviour that the pupil has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi agency response to ensure that the needs of the pupil and the risks towards others are measured by all of those agencies involved including the pupil and their parents. This may mean additional supervision of the pupil or protective strategies if the pupil feels at risk of engaging in further inappropriate or harmful behaviour. The school may also find that a sanction such as exclusion or internal exclusion/inclusion/seclusion for a period of time is appropriate.



Section D: Allegations Against Staff

We believe that all members of the school community are entitled to receive care and protection from harm. We will not accept inappropriate behaviour towards pupils or staff, and will ensure that any concerns or allegations of impropriety are dealt with quickly, fairly and sensitively.

Staff Allegations:

If it is alleged that anyone working in the school, including supply teachers, volunteers and contractors has:

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

Then the Staff Allegation Procedure must be implemented regardless of whether the abuse took place at the School or not. If the staff member has left or it is a historic case then the matter should be referred to the police. Point four includes behaviour that may have happened outside of school that might make an individual unsuitable to work with children. This is known as transferable risk. Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. In this case the DSL will take advice from the LADO.

If any of the four points are met above then the harm threshold has been met and the staff allegation procedure must be followed.

Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager should discuss how and by whom the investigation will be undertaken. The LADO will provide advice and guidance when considering allegations against adults working with children. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, local authority children's social care, the school or college, or a combination of these. In straightforward cases, the



investigation should normally be undertaken by a senior member of the school's or college's staff.

Procedure for an Allegation made against a Staff Member

In the event that an allegation of abuse is made against a member of staff or other adult in the School the following procedures are followed (for the LA procedure see Appendix B):

Initial Action by person receiving or identifying an allegation or concern

1. Treat the matter seriously and keep an open mind,
2. Make a written record of the information using the **Cause for Concern Form**, including the time, date and place of incident/s, persons present and what was said and sign and date this immediately report the matter to:
 - the DSL or deputy, the DSL will then discuss the allegation with the Headteacher
 - if the DSL is the subject of the allegation, report to the Headteacher, and the headteacher will discuss with the Trustee Lead
 - if the headteacher is the subject of the allegation, report to the Trustee Lead and the Trustee Lead will discuss with the LADO.
 - If a trustee or the board is under suspicion, then contact the LADO directly

The Lead for the case will therefore either be the DSL, the Headteacher or the Trustee Safeguarding Lead, the lead will be named the '**Case Manager**'. If the DSL is the case manager then the Headteacher should be consulted in the decision making at all stages of the investigation.

Initial Action by the Case Manager.

The Case Manager will take the following action:

1. Obtain written details of the concern or allegation but will not investigate or interview child, adult or witnesses
2. Contact the LADO within 24 hours by filling in a LADO Referral Form and emailing to [lodo@lbbd.gov.uk](mailto:lado@lbbd.gov.uk)



3. This will be followed up by calling Mike Cullern on 020 8227 3934 or 07875 993 857 or Lorraine Giles on 020 8227 2265 in accordance with Child Protection Procedures provided by Barking and Dagenham Social Services and follow through with the procedures outlined in their guidance.
4. Discuss with the LADO the next steps
5. The Child Protection Advisor will then discuss how to proceed and whether to complete a Multi Agency Referral Form [MARF] childrenss@lbbd.gov.uk.
6. Inform the Trustee Safeguarding Lead
7. Inform the accused staff member
8. Inform the parents or carers of the child or children involved unless involvement, unless there is a need for a strategy discussion or police or children's social services need to be involved, in which case the case manager should not do so until those agencies have been consulted and have agreed which information can be disclosed to parents or carers.

The first stage is to consider the welfare of the child. Therefore within the LA procedures above it will be immediately identified if the child has suffered harm or is at risk of harm. If it is identified that the child has suffered or might suffer harm the police and children's social care will be involved.

The second stage is to investigate and support the person subject to the allegation. Informing the accused person about the allegation should be done as soon as possible unless there is a need for a strategy discussion or police or children's social services need to be involved. In this case the case manager should not do so until those agencies have been consulted and have agreed which information can be disclosed to the accused.

The Headteacher/Trustee Safeguarding Lead will consider whether the teacher will need to be suspended from duties involving contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered before taking this step. Suspension becomes an option when no reasonable options remain available.



If a concern is raised about the welfare of other children in the community or a member of the staff's family, a risk assessment will be conducted of the situation and discussed with children's social care which may lead to a referral.

Subsequent Action by the Case Manager

If a referral to social services is not needed then:

1. Where the initial discussion leads to no further action, the case manager and the LADO should record the decision and justification for it; and agree on what information should be put in writing to the individual concerned and by whom to conclude the external investigation.
2. The Case Manager in conjunction with the Headteacher/Trustee Safeguarding Lead will then decide whether an internal investigation is necessary
3. The member of staff will be suspended for the duration of the investigation except in exceptional circumstances
4. If the allegation is proven the member of staff may be dismissed if the incident constitutes gross misconduct and the board of directors decide that this puts the children, staff, parents and school at risk.

If a referral has been made then:

1. A disciplinary investigation will be conducted
2. Maintain contact with the LADO, keep clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member's personnel file
3. Contribute to the child protection process by attending professional strategy meetings if needed
4. The Trustee Lead will consult LADO will decide whether a referral to the DBS should be made
5. The DBS Disclosure and Barring Service / ISA, Independent Safeguarding Authority will be informed [the ISA will add the staff name to the ISA register] of the dismissal of the



staff member so the name may be included on the List for the Protection of Children and Vulnerable Adults. The DBS will consider whether to bar the individual.

Supporting those Involved

Accused Staff Member

The school has a duty of care to its employees and will act to minimise the stress inherent in the allegations process. Support is vital to the staff member. The accused is informed of the allegation and as many details as possible given guidance from any involved services such as children's social services and the police. The accused will be provided with details of the case and the likely course of action unless prevented to do so after consultation with the involved services. A peer can be allocated as a source of support and medical advice or welfare counselling can be provided if necessary.

Parents Carers of Child(ren) Involved

Parents or Carers are informed of the allegation with as much information as allowed by the Designated Officer and involved parties. Parents or Carers are kept updated about the progress of the case and told the outcome if there is no criminal prosecution including the outcome of any disciplinary process. The deliberations and other factors cannot normally be disclosed in any disciplinary hearing but the outcome should be told in confidence.

Parents and carers are informed of their requirement to maintain confidentiality about any allegations made against the teachers whilst investigations are ongoing as set out in section 141F of the Education Act.

If the child or children have suffered significant harm then support will be put in place by children's social care services or the police as appropriate.

When an allegation is made, it is critical that confidentiality is maintained to guard against unwanted publicity while an allegation is being investigated and considered. No one involved may talk about the case outside of the normal investigations and meeting which ensue.



The Education Act 2002 introduced reporting restrictions preventing the publication of any material which could identify an accused teacher. These restrictions apply until the point at which the accused person is charged with an offence or until the Secretary of State publishes information about a decision in a disciplinary case arising from an allegation. Reporting restrictions are disapplied if the accused individual waives their right to anonymity by going public themselves or by giving written consent to do so or if a Judge lifts restrictions in a response to a request to do so.

See guidance in Keeping Children Safe in Education 2023, for more information on staff allegations including, suspensions, resignations, settlements, references, record keeping, criminal investigation, prosecution, conclusion of a case.

Outcome of Allegation: Terminology

Substantiated:	Sufficient evidence to prove allegation.
Malicious:	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 does not imply a guilty or innocent verdict.
Unfounded:	To reflect cases where there is no evidence or proper basis which supports the allegation being made.

Malicious and Unsubstantiated Allegations

If an allegation is determined to be unsubstantiated or malicious then the matter will be referred to children's social care services to determine whether the child concerned is in need of services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious then the headteacher will consider the circumstances with the



members of the Trustee (Governing) Board and decide whether disciplinary action needs to be taken against the person who made the allegation.

Recording of Allegations within Staff References

When providing references, we will confirm whether the school is satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding allegations but the reference will not include information about allegations which are unsubstantiated, unfounded, false, or malicious.

Allegations against Agency (Supply) Staff, Third Party Contractors or Individuals or Organisations using the Premises

If an allegation is made against supply staff, an agency worker or third party contractor then the case will need to be dealt with even though the school is not the employer of supply teachers. The school will inform the LADO and conduct an investigation to determine a suitable outcome. Under no circumstances will the school cease to use a supply teacher due to safeguarding concerns, without liaising with the LADO and conducting an investigation.

If an incident occurs on school premises when a third party organisation or individual has use of the premises for any reason such as to provide extra curricular activities, the school will inform the LADO and liaise with other agencies such as the police and social services as appropriate to ensure that the incident is investigated thoroughly under the usual safeguarding protocols.

The Trustee Safeguarding lead will discuss with the supply agency or agencies (where the supply teacher is working across a number of institutions) whether it is appropriate to suspend the supply teacher, or redeploy them, whilst an investigation is carried out. Agencies will need to be fully involved and co-operate with any enquiries from the LADO, police and/or children's social care. The school will usually take the lead because agencies do not have direct access to children or other staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.



The Trustee lead will inform the agency of the school's process for managing allegations whilst taking into account the agency's policies. The agency's human resource manager or equivalent will be invited to meetings and they will be kept up to date.

Handling Staff Low Level Concerns that do not meet the Harm Threshold

Concerns that do not meet the harm threshold 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.

A low-level concern is not insignificant, it 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 or college 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 allegations threshold or is otherwise not considered 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;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language
- speaking to a child as if they are a peer
- humiliating pupils

Such behaviour can exist on a broad spectrum, from inadvertent or thoughtless behaviour, 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.

The school aims to maintain an environment and culture of openness and transparency so that unacceptable modes of behaviour would not be tolerated and would be reported immediately.



Should any person have a low level concern about a member of staff, volunteer, supply staff or third party contractor that does not meet the harm threshold then this should be recorded factually on a staff cause for concern form and reported immediately to the DSL.

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. If there is 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, the DSL will consult with their LADO.

Records are reviewed so that potential patterns of concerning, inappropriate, problematic or concerning behaviour can be identified. If the low level concern has been raised via a third party, the headteacher/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 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.

Information Sharing

Staff understand that they can never assume that another professional will take action. At Alamiyah, staff must share information, since it might be critical in keeping children safe. Fears about sharing information must not stand in the way of the need to promote the welfare and protect the safety, of children. It would be legitimate to share information without consent where: it is not possible to gain consent (KCSIE 2023) as it is not always possible for/reasonably expected that a practitioner gains consent; and if to gain consent would put the child at risk.

At Alamiyah we share information with parents and partner agencies to:

- Support early intervention to help children, young people and families who need additional services to achieve positive outcomes
- Ensure that we fulfil our duty to safeguard children and promote their welfare



Data Protection is not a barrier to sharing information, but is in place to ensure that personal information is shared appropriately. Relevant staff should know the processing conditions under the Data Protection Act 2018 and the GDPR which allow the school to store and share information for safeguarding purposes including information which is sensitive and personal, and should be treated as special category personal data. Staff who need to share special category personal data should be aware that the DPA 2018 contains a processing condition of 'safeguarding of children and individuals at risk' that allows practitioners to share information. This includes allowing practitioners to share information without consent if it isn't possible to gain consent or if it places the child at risk. At Alamiyah we follow the guidance below to ensure we share information both professionally and lawfully.

At Alamiyah the decision to share information when there are child protection concerns will be made by the designated safeguarding lead. If in any doubt about information sharing speak to the DSL.

Seven Golden Rules for Information Sharing

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or



requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

(Ref: Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, DfE July 2018)

In the case of an allegation against a member of staff, the school as the employer will share information about the subject of the allegation and the victim(s) with agencies during the strategy discussion. If the police are involved the school will ask the police to obtain consent from the individuals involved to share statements and evidence for use during an employer disciplinary process. This should be done early so that the police can share information without delay at the conclusion of their investigation or court case. Social services should adopt a similar procedure.

According to GDPR as supplemented by the Data Protection Act 2018 the school will not provide pupils' education data where the serious harm test under that legislation is met, for example for a child in refuge.



Record Keeping

The Data Protection Act states that personal information held by agencies must be obtained and processed fairly and lawfully and stored securely. It must be accurate, proportionate to the purpose, not held longer than necessary and may only be disclosed in appropriate circumstances.

Record keeping is an important aspect of our school life, staff keeps records on all areas of pupil welfare, development and attainment for a period of 5 years; and this is made clear to parents through The Alamiyah Parent Handbook. Where concerns arise about the safety or wellbeing of a pupil, or there are indications that the child may be suffering or at risk of suffering significant harm, staff will record:

- The reason for the concern;
- What was said or witnessed and details of any other persons present;
- Dates and times of incidents and when the notes were made;
- Date, time and outcome of any discussion with the parent or carer; and
- Date, time and outcome of any discussion with the head teacher, social services staff or other relevant professionals consulted.
- use a body map to record any injuries or marks to the child's body

Staff will use the school's **Cause for Concern Forms** and will be careful to distinguish between fact, opinion and hearsay. Notes will be passed to the designated safeguarding lead who will keep all concern forms and child protection records in a locked cabinet. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school.

Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic or personal files. These files will be the responsibility of the Senior Designated Person and information will only be shared within school on a need to know basis for the protection of the child. Any safeguarding information will be kept in the secure file and will be added to. Copies of referrals, invitations to child protection conferences, core groups and



reports will be stored here. All our safeguarding files will have a chronology and contents on the front cover and will record significant events in the child's life. Pupil safeguarding files will be maintained and reviewed and monitored on a termly basis or sooner should any safeguarding incidents arise before the next review.

These records form evidence and may be used in the child protection referral and any subsequent investigation or legal proceedings, they are exempt from the open file regulations and do not have to be made available to parents or carer's requesting access to the pupil's file.

Unless to do so would put a child at significant risk, parents and carers may see these forms. Good practice and partnership working dictates that if anything is significant enough to be recorded it should be discussed with parents and carers unless this increases risks for the child or damages the potential for the collection of evidence.

Any welfare and child protection records will be passed on to the next school using secure transit separately from the pupils main school file. The safeguarding team will hold any formal records of child protection groups or meetings and they will take responsibility for the appropriate storage of these records.

If a child leaves our school we will ensure that our Senior Designated Person makes contact with the senior designated person at the following school and the file will be forwarded with appropriate security as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives. In addition to the school file, the DSL will also consider if it's appropriate to share information with the new school in order to have support in place before the child arrives.

On receipt of a safeguarding file from another school, key staff such as the Headteacher, DSL and SENCO are made aware as required.



Confidentiality

All adults and children connected to Alamiyah are entitled to privacy. In general, confidential information about children, families or others within the school should be kept confidential and privacy respected.

Where there are concerns that a child is suffering or likely to suffer significant harm, information must be shared with the designated safeguarding lead in the first instance and may subsequently be shared with the safeguarding team and the police.

Where staff or other adults in school have concerns, either due to what they have seen or heard or in relation to a direct disclosure by a child, they cannot keep that information confidential and the child must not be given false guarantees that this is possible. It must be shared with the designated safeguarding lead in the interests of safeguarding that child.

Other staff may need to be alerted to concerns about a child or young person, possibly in order to monitor the concern or to gather further evidence prior to a referral being made, or to assist in providing appropriate support to a child or young person after a referral has been made. Information should only be shared on a strictly need to know basis. The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. Advice should be sought from the designated safeguarding lead (or deputy).

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, it is important to be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately. Relevant information can be found in: CPS: Safeguarding Children as Victims and Witnesses.

The school will do all it reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any



support that will be put in place for the children involved. The school will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

Risk assessment

When there has been a report of sexual violence, the DSL will make an immediate Risk and Needs Assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The Risk and Needs assessment for a report of sexual violence should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children,
- and, if appropriate, adults, pupils and staff at the school,
- especially any actions that are appropriate to protect all other individuals from the alleged perpetrator(s), or from future harms
- the time and location of the incident, and any action required to make the location safer.

Risk assessments are recorded and kept under review so that the risks posed to all pupils are actively considered and adequate measures put in place to protect them.

Images of children

Images of pupils used as a record of school events and for use in school brochures

We believe that images of children are an important record of school life. We have a procedure for the use of images of children, which is reinforced at school events. This procedure is reviewed annually and cross-checked with the guidance on safeguarding children. Parental permission is sought at the time of school admission.



Multi Agency Working

Schools have a pivotal role to play in multi agency safeguarding arrangements. Alamiyah school will contribute to multi agency working through working together through local protocols to safeguard and promote the welfare of children. The three safeguarding partners for multi agency working who take the lead on local arrangements are the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area. Trustees are trained on local protocols for assessment and local criteria for action including the multi agency threshold document published by the Barking and Dagenham Safeguarding Children Board.

We recognize the authority of the LSCB and are committed to working in partnership with the Children's Services Duty and Assessment Team, LBBD Multi Agency Safeguarding Hub and the police. We comply with the procedures prescribed by the LSCB and are proactive in working together to safeguard children.

We share through the designated safeguarding lead, appropriate information with investigating teams, and contribute to child protection conferences, core groups and care plans.

Any incident requiring advice from, or referral to, safeguarding teams and arising out of normal hours will be referred directly to the emergency/out of hour's team or failing that directly to the police child protection team.

This Policy should be read in conjunction with

Safer Recruitment Policy - to ensure suitable staff are appointed;

FGM Policy – to ensure that staff know how to identify possible FGM cases and what to do

Prevent Policy – to ensure that staff can identify any families or children at risk of radicalisation

British Values Policy – to uphold views that protect children from extreme narratives

Anti-bullying Policy - to ensure physical and emotional security for all our pupils and staff



E-Safety Policy – To ensure that children are protected from the unsafe use of IT so that adults cannot access inappropriate material or take photos or contravene school rules when using social media. To ensure children know the dangers of the internet and what to do if they experience cyberbullying

Behaviour Policy - to ensure that appropriate code of conduct is in place & how to uphold it

Curriculum Policy: to provide pupils with an understanding of acceptable behaviour towards them and how to stay safe.

Relationships Education Policy - to provide pupils with the right information about relationships so that they can have positive and healthy relationships with others and understand what is acceptable and how to stay safe

Staff Disciplinary Policy: to ensure that staff are aware of their roles and responsibilities, appropriate conduct, grounds for dismissal and to ensure that our duty of care for staff is upheld, treatment is fair and their rights are protected.

Whistleblowing Policy – to ensure that all staff know that any breach of duties or allegation must be reported even if they are in doubt.

Arrival and Departure Policy – to ensure staff know how to keep children safe during transitions from parent to staff and vice versa

Visitors Policy – to ensure that staff keep children, visitors and other staff safe and clear about protocols and procedures for being on site.

Confidentiality – to ensure that no breach of confidentiality occurs when dealing with safeguarding or sensitive issues

We will ensure that throughout our other policies we are positively safeguarding and promoting the welfare of children and contributing to the child protection process appropriately in all areas of our practice.

This policy will be reviewed annually or sooner or if there is any change in statutory guidance or legislation. See 'Policy Review Schedule'.



Adopted in a meeting at Alamiyah School on 07/07/2017

Signed: H Musa (Headteacher) and S Motara (Chair of Trustees)

Reviewed, updated and agreed by Trustees on 30/08/2023

Signed: S Motara (Principal) and Uzma Ayub (Chair of Governors)