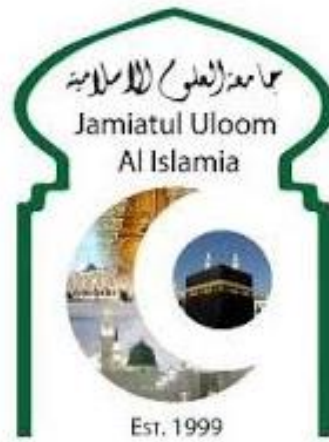




JAMIATUL ULOOM AL-ISLAMIA SAFEGUARDING POLICY

Reviewed: September 2025

Next Review: September 2026

Table of contents

Safeguarding Policy	Page number
School Acknowledgment and School record of Safeguarding Training	5 + 6
1. Introduction	7
2. Overall Aims	10
3. Key Principles	11
4. The Designated Safeguarding Lead (DSL)	12
5. Expectations	16
6. The Governing Body	19
7. Safer School Culture and Equality Statement	22
8. Procedures for when there are safeguarding concerns about a child	25
9. Procedures for concerns about another member of staff, volunteer or external visitor who may pose a risk of harm to children	30
10. Low-Level Concerns	33
11. Referrals	34
12. Inspection	35
13. Safer Recruitment and Selection	35
14. Recognising abuse and taking action	36
15. Our Role in the Prevention of Abuse	38
16. The Curriculum	39
17. Safeguarding in Specific Circumstances: Children Susceptible to Radicalisation and Extremism	40
18. Safeguarding Children in Specific Circumstances: Female Genital Mutilation (FGM)/Forced Marriage/Modern Slavery	41
19. Safeguarding Children in Specific Circumstances: Child-on-Child Abuse	43
20. Safeguarding Children in Specific Circumstances: Sexualised Behaviours	45

21. Safeguarding Children in Specific Circumstances: Gang Related Violence (Contextual/Extra-Familial Risk)	46
22. Safeguarding Children in Specific Circumstances: Youth Generated Sexualised Imagery	47
23. Safeguarding Children in Specific Circumstances: CSE and CCE	49
24. Safeguarding Children in Specific Circumstances: Further Guidance	50
25. Children with Additional Needs or Vulnerabilities	51
26. Involving Parents and Carers	52
27. Multi Agency Work and Safeguarding Arrangements	53
28. Operation Encompass	53
29. Mental Health	54
30. Online Safety	55
31. Record Keeping	59
Appendix 1: Definitions and indicators of harm, abuse and exploitation	61
Appendix 2: Dealing with a disclosure/allegation of harm, abuse, neglect or exploitation	66
Appendix 3: Allegations and concerns about a member of staff, governor or volunteer	69
Appendix 4: Indicators of susceptibility to radicalisation and extremism	69
Appendix 5: Safeguarding in Specific Circumstances: Female Genital Mutilation (FGM)	72
Appendix 6: Safeguarding in Specific Circumstance: Youth Produced Sexual Imagery	74
Appendix 7: Safeguarding in Specific Circumstances: Gang Involvement	77

Appendix 8: Safeguarding in Specific Circumstances: Child Sexual Exploitation	78
Appendix 9: Information Sharing	80
Appendix 10: Model Setting Concern Process	81
Appendix 11: Prevent Risk Assessment for Schools	82
Appendix 12: Operation Encompass	85
Appendix 13: Private Fostering and Students who are currently or previously looked after	86
Appendix 14: Children absent from education	87

School acknowledgement

At Jamiatul Uloom al-Islamia, we are committed to safeguarding and child protection of everyone under our care, in-line with statutory guidance. All staff will have read and understood Part 1 of Keeping Children Safe in Education (2025) and Annex B if they are in regulated activity with children or Annex A if they are not working with/indirectly working with children.

All staff should be aware of the guidance issued by the Effective support document from Luton Borough Councils' LSCB in order to secure support and intervention for children and young people at the earliest possible opportunity in the least intrusive way.

These documents are integral to safeguarding children in Luton and educational establishments and will always use the Threshold Framework to underpin decision-making.

The DSL is: **Abubakar Siddek**

The Deputy DSL is: **Mohd. Ali**

The Safeguarding Officers are: **Mufi Waheedur Rahman**

The Safeguarding Governor is: **Mohammed Gulab Miah**

The Prevent SPOC is: **Abubakar Siddek and Mufi Waheedur Rahman**

The Operation Encompass SPOC is: **Abubakar Siddek and Mohd. Ali**

Important Contacts

Role/Organisation	Name	Contact Details
Designated Safeguarding Lead (DSL)	Abubakar Siddek	teacher.abu.bakar@jamialuton.org
Deputy DSL	Mohd. Ali	teacher.abu.saleh@jamialuton.org
Local authority designated Officer (LADO)	Paul James	paul.james@luton.gov.uk 01582 548069
Chair of Governors	Mohammed Gulab Miah	mgmiah@jamialuton.org
Channel Helpline		0207 340 7264
Multi-Agency Safeguarding Hub (MASH)	Duty Team Managers	01582 547653 Out of hours: 0300 300 8123 MASH@luton.gov.uk

School Record of Safeguarding Training:

Type of Training:	Date completed:	Next due date:
Whole School Safeguarding Training (Due every 2 years)	01/09/2025	01/09/2027
Designated Safeguarding Lead (DSL) (Due every 2 years)	11/06/2024	11/06/2026
Deputy Senior DSL (Due every 2 years)	13/09/2024	13/09/2026
Whole School Staff Refresher/updates (Annual)	02/09/2024	02/09/2025
Safer Recruitment Training (Due every 3 years)	01/09/2025	01/09/2028
Governor Safeguarding Training (Due every 2 years)	17/07/2024	17/07/2026
DSL Prevent Training Update (for DSLs to disseminate to ALL staff)	02/06/2025	02/06/2026

1. Introduction

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment whether that is within or outside the home, including online
- preventing impairment of children's physical and mental health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes
- providing help and support to meet the needs of children as soon as problems emerge
- children being defined as anyone being under the age of 18

Child Protection is defined as:

- the activities undertaken to protect children who are suspected to be suffering or likely to suffer or is experiencing significant harm and abuse, neglect and exploitation. This includes harm that occurs inside or outside the school, inside and outside the home, and online.

This includes, but is not limited to safeguarding children in specific circumstances:

Neglect and Exploitation	Physical abuse
Emotional abuse	Sexual abuse
Bullying, including online and prejudice-based bullying	Racist, disability, homophobic, biphobic or transphobic abuse
Gender based violence/violence against women and girls	Radicalisation and/or extremist behaviour, this includes misogynistic attitudes and behaviours
Child Sexual Exploitation (CSE) and trafficking	The impact of new technologies on sexual behaviour: e.g. Youth Produced Sexual Imagery, Upskirting and sharing nudes and semi-nudes
Teenage relationship abuse	Substance abuse
Gang/youth violence including initiation/hazing	Domestic abuse/violence
Female Genital Mutilation (FGM)	Forced marriage
Fabricated/induced illness	Poor parenting
Online including grooming via social networking, online gaming, video messaging	Child-on-Child abuse
Self-harm behaviours	Children with mental health difficulties or illness

Jamiatul Uloom al Islamia are committed to safeguarding and promoting the welfare of all its children. We believe that:

- safeguarding and child protection is everyone's responsibility. All staff, volunteers and governors must ensure that all children/young people have an equal right to be protected from harm. Our policy procedures also apply to extended school and off-site activities
- children/young people need support which matches their individual needs, including those who may have witnessed and/or experienced abuse
- all children/young people have the right to speak freely and voice their values and beliefs
- where there is a safeguarding concern, the Governing Board and the Senior Leadership Team (SLT) will ensure that the student's wishes and feelings are taken into account when determining what action to take and what services to provide
- all children/young people must be encouraged to respect each other's values and support each other. We will also provide a safe space for students who fall under the protected characteristics, including those who are LGBTQ+ to speak out and share their concerns
- all children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs
- we can and contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours and take a whole-school approach to preparing students for life in modern Britain
- all staff, volunteers and visitors have an important role to play in safeguarding children, protecting them from abuse and adopt a child-centred approach. The school will ensure that all staff receive up-to-date training and advice in all aspects of safeguarding and child protection, whether local or national
- we have a zero-tolerance culture to sexual harassment, sexual violence and any form of discrimination and prejudice against groups with a protected characteristic as defined in the Equality Act 2010. This includes protecting from sexism, misogyny/misandry, homophobia, biphobia and transphobia

In order to safeguard and promote the welfare of children, the policy **will fulfil their local and national responsibilities as laid out in the following documents:**

- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2025)
- Information Sharing (2024)
- The procedures of the Local Safeguarding Children and Adults Boards
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- The Education Act, 2002 (s175 / s157)
- What to do if you are worried a child is being abused (DfE, 2015)

- Domestic Abuse Act (2021)
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Use of reasonable force in schools (DfE, 2013)
- Mental health and behaviour in schools: departmental advice (DfE, 2018)
- Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies (DfE, 2017)
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Serious Crime Act (2015)
- Online Safety Act (2023)
- Filtering and monitoring standards for schools and colleges (2025)
- Generative AI: product safety expectations (2025)
- PREVENT guidance: England and Wales (2023)
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, 2016)
- Sexual violence and sexual harassment between children in schools and colleges (2021)
- Criminal exploitation of children and vulnerable adult's county lines (Home Office guidance)
- Children missing education (DfE, 2016)
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014
- Statutory guidance on children who run away or go missing from home or care (DfE, 2017)
- Child sexual exploitation: definition and guide for practitioners (DfE, 2017)
- Domestic abuse (Home Office advice)
- Drugs (DfE and ACPO guidance)
- Searching, screening and confiscation, advice for schools (2022)
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all

of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)

- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and Headteacher should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support individuals where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

2. Overall Aims

At Jamiatul Uloom al Islamia, we aim to ensure that all staff and students establish and maintain a strong culture of safeguarding throughout the school. This policy will contribute to safeguarding our children and promoting their welfare by:

- establishing and embedding an ethos and harmonious culture where children feel secure, are encouraged to talk, are listened to and responded effectively when they have a worry or concern. Any appropriate action is taken in a timely manner to safeguard and promote children's welfare
- establishing and maintaining an ethos and culture where school staff and volunteers feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well-being of a child
- clarifying standards of behaviour for staff and students and ensuring students know that there are adults in the school whom they can approach if they are worried. All staff are aware of their statutory responsibilities with respect to Safeguarding and Child Protection
- contributing to the establishment of a safe, resilient and robust expectations and objectives in the school, built on mutual respect, and shared values
- ensuring age-appropriate work on safeguarding and child protection is embedded within the curriculum. This includes considering how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, including the PSHE and RSE curriculum
- encouraging children and parents to participate in all aspects in school life and the importance of reassuring victims that they are being taken seriously and they will be supported and kept safe
- developing staff's awareness of the risks and vulnerabilities children face to enable them to recognise and respond to concerns. All staff working with

children should be aware of maintaining an attitude of 'it could happen here' and 'it could be happening to this child', where safeguarding is concerned.

When concerned about the welfare of a child, staff members should always act in the best interests of the child. All staff are trained in recognising and reporting safeguarding issues, including the early help assessment process and their roles in it

- ensuring the school policy reflects and refers to locally agreed multi-agency procedures that have been put in place by the school's three safeguarding partners (local authority, integrated care boards and the chief police officer for Bedfordshire police) to make the necessary arrangements to work together and promote the welfare of local children
- addressing concerns at the earliest possible stage in the least intrusive way and ensuring that children, who have additional/unmet needs are supported appropriately. This could include referrals to Early Help Services (i.e. Family Partnership Services) or Child Protection referrals to specialist services if a child has needs or have been/are at risk of being abused and neglected
- capturing the student's voice at every possible opportunity and that a child and their family may be experiencing multiple needs at the same time. Staff, volunteers and external visitors will know what to look for to identify children who need help or protection
- recognising new and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm and ensure all staff are aware and understand the filtering and monitoring systems in place to protect them from such threats

3. Key Principles

To ensure that the school achieves its' overall aims, we will endeavour to do the following:

- always see the child actions and context first and consider what life is like for the child, maintaining a culture of vigilance
- provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with the Effective Support document from Luton Borough Councils' LSCB to identify what is the best support for the family at the time
- have conversations, build positive relationships and maintain professional curiosity
- focus on securing improved outcomes for children
- build a culture of openness and transparency where all staff are able to demonstrate understanding of their role and responsibility to safeguard and promote the welfare of children
- ensuring every child is entitled to a rich and rounded curriculum
- when issues arise, staff and students should speak out, addressing them internally where possible and engaging in a multi-agency response when required in accordance with interagency procedures

4. The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) - **Abubakar Siddek**, is a member of the Senior Leadership Team and takes lead responsibility for co-ordinating all safeguarding and child protection activities within the school. During term time and out-of-school hours the DSL and the deputy DSL will always be available, if necessary, through email and phone to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities in relation to safeguarding and child protection.

The SLT will provide support to staff members to carry out their safeguarding duties and will liaise closely with other agencies such as the early help hub, children's social care, healthcare organisations, police etc. The DSL has lead responsibility and holds the management oversight for safeguarding and child protection.

The Designated Safeguarding Lead is supported by the following Deputy Designated Safeguarding Lead (dDSL): **Mohd. Ali**. and the safeguarding officers: **Mufti Waheedur Rahman**. The Deputy Designated Safeguarding Lead is trained to the same level as the Designated Safeguarding Lead and will undertake this role operationally with direct oversight and management from the Designated Safeguarding Lead who maintains lead responsibility.

When the school has concerns about a child, the DSL, in collaboration with the dDSL and safeguarding officers will decide what steps should be taken in accordance with Luton Borough Councils Effective Support document and initiate a response accordingly. This may include providing an early help response, undertaking effective support, Graded Care Profile 2 or referral to Children's Social Care for a statutory social work assessment. The Headteacher will be kept apprised of cases as appropriate.

The school will use the following when dealing with safeguarding concerns of a student as highlighted in the Model Setting Concern Process (Appendix 10):

- keep the headteacher and safeguarding governor informed of safeguarding and child protection concerns
- liaise with the local authority case managers and designated officers for child protection concerns and manage child protection contact referrals and cases. The DSL will take part in strategy discussions and inter-agency meetings and/or support other staff in doing so. The DSL will act as the lead practitioner for the local authority
- refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly. To liaise with the attendance officer and notify the local authority (Education Welfare) if children are persistently absent or missing from education and whether the absence indicates a safeguarding concern
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding, including extra- and intra- familial harms, and when deciding whether to make a Child Protection Referral by liaising with relevant agencies and contribute to the assessment of children
- Ensuring that all staff who are involved with any safeguarding concerns and cases have access to advice and a robust process of reflection/supervision to help them reflect upon and review their work. The governing board and SLT will ensure a

designated SLT is trained and available for staff to talk through and reflect their involvement in the child's case.

- contacting Luton's Multi-Agency Safeguarding Hub (MASH) or the Family Partnership Services when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention or early help
- completing child protection referrals and supporting staff in making referrals for all cases of suspected abuse or neglect. Where there is a risk of significant harm to the child or where a crime involving a child may have been taken place, the Police will be notified immediately and if necessary, a referral to Channel where there is a radicalisation concern
- liaising with the Head Teacher to inform him of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- the Designated Safeguarding Lead will support staff who make referrals to the Local Authority Children's Social Care and act as a source of support, advice and expertise for all staff
- the DSL and deputy DSL's will liaise with the three safeguarding partners and work with agencies in line with Working Together to Safeguard Children (2023), the [NSPCC – when to call police](#) should help the DSL's understand when they should consider calling the police and what to expect if they do so
- the DSL will refer certain cases directly to the Police where a crime may have been committed. The DSL will report appropriate incidents irrespective of whether or not the individual concerned wishes to take further action
- seek advice in regard to safeguarding matters related to radicalisation/extremism and make referrals to Channel as required
- liaise with the Local Authority Designated Officer (LADO) or Designated Senior Manager for allegations to ensure where necessary referrals have been made to the Disclosure and Barring Service when an adult is alleged, under investigation or has been suspended or resigned due to risk/harm to a child
- the Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children
- the Designated Safeguarding Lead must know which students have a social worker, what support and plans are currently in place to help improve the student's educational outcomes and share this information confidentially with all members of staff. These reviews, together with any actions arising from the review and the rationale for decision-making will be recorded in case files
- the Designated Safeguarding Lead will ensure safeguarding and child protection information will be dealt with in a confidential manner and in accordance with the LSCB's information sharing guidance
- staff will only be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family
- maintain a chronology of significant incidents for each child with safeguarding concerns, including a record of decisions made and the reasons for those

decisions. An accurate, factual and secure written record will be made of what information has been shared with whom, and when

- the DSL will ensure safeguarding and child protection records will be stored securely in a central place separate from academic records. These accurate records will include discussions made with the relevant parties, decisions made from the discussions, the rationale and outcomes of the decisions made, including any referrals that are made/not made to the relevant agencies (e.g. Children's Social Care, Channel, etc)
- individual files will be kept for each child: the school will not keep family files
- the DSL will ensure access to safeguarding and child protection records by staff other than by the Designated Safeguarding Lead will be restricted, and a detailed, accurate and secure written records for all concerns will be kept of who has had access to them and when.
- the DSL will ensure parents are usually (subject to the point below) aware of information held on their children and are kept up to date regarding any concerns or developments by the appropriate members of staff
- general communications with parents will be in-line with any home school policies and give due regard to which adults have parental responsibility
- the DSL will ensure that for best practice, case load supervision occurs regularly to identify next steps and escalation, in order to provide the best outcomes for children
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility
- Understand the filtering and monitoring processes that are in the place in the school's ICT systems and take an active role in monitoring and intervene in any online incidents or concerns
- Ensure they have details of the Children's Looked After's (CLA) social worker and the name of the virtual school Head Teacher in the authority that looks after the child or those currently working with a to social worker
- Have a good understanding of harmful sexual behaviour and have mechanisms and systems in place to create a culture where staff and students feel safe from sexual harassment and sexual violence. This includes discussing the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies and knowing 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
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The Designated Safeguarding Lead will not disclose to a parent any information held on a child if this would put the child at risk of significant harm. In such circumstances, advice will be sought from children's social care.

If a child moves from our school, the DSL will ensure child protection records are forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

If sending by post, children's records will be sent by "Special/Recorded Delivery". For audit purposes, a note of all children's records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

- if a child is permanently excluded and moves to a Student Referral Unit or Alternative Learning Provision, child protection records will be forwarded on to the relevant organisation
- if a child is being removed from school roll in order to be home educated, the school will ensure all relevant safeguarding information is shared with the Elective Home Education team
- where a vulnerable young person is moving to a higher education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the further education establishment can provide appropriate support
- when a DSL resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder - this exchange should be recorded as part of the incoming role holder's induction/performance management.
- in exceptional circumstances when a face-to-face handover is not feasible, the Headteacher will ensure that the new post holder is fully conversant with all procedures and case files

Training

The DSL, Deputy DSL and the safeguarding governor should undergo formal training every two years. The DSL and Deputy DSL should also undertake Prevent awareness training every 2 years. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

Training will provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- Have a working knowledge of how Luton Borough Council conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

- Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND) and vulnerabilities, those with relevant health conditions and young carers
- Understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Are able to understand the unique risks associated with online safety and exploitation, and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- Can recognise the additional risks that children with special educational needs and disabilities (SEND) and vulnerabilities face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

5. Expectations

All staff and regular visitors will:

- be familiar with the safeguarding and child protections policies and implement this consistently in the course of their work with children and young people and be able to spot signs of different types of abuse and neglect, as well as specific safeguarding issues such as the risks of harm posed to children inside and outside their home, at school and online
- Read and understand the Keeping Children Safe in Education 2025 Part 1 guidance for staff who directly work with children at least annually and Part 1 or Annex A for staff who do not work directly with children. All staff is expected to sign a declaration at the beginning of each academic year to indicate that they have reviewed the guidance.
- be aware of the role and identity of the designated safeguarding leads and deputies for the school and the systems which support safeguarding, including policies around safeguarding and child protection, behaviour and e-safety
- undertake referrals of child protection concerns to children's social care in the absence of the designated safeguarding officer and be aware of the statutory

assessments under Section 17 and Section 47 of the Children Act 1989 that they may contribute to and take a role in

- be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- be involved in the implementation of individual education programmes, Early Help assessments and plans, Child in Need plans and interagency Child Protection plans. This includes the role that staff need to play in identifying emerging problems, liaising with the DSL and sharing information with other professionals to support early identification and assessment
- be alert to signs and indicators of safeguarding concerns and possible abuse and reinforce the importance of online and offline safety when communicating with parents/guardians. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they will be interacting with online)
- record concerns and pass the record to the Designated Safeguarding Lead, or a member of the Safeguarding Team and what to do if they identify a safeguarding issue or a child discloses that they are being abused or neglected, including specific issues such as forced marriage, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- recognise and respond to concerns about the behaviour of staff, students and volunteers which indicates they may pose a risk of harm to children following interagency procedures agreed by the LSCB. This includes the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- deal with a disclosure of abuse from a child in line with the guidance in Appendix Two and provide a safe space for students, especially those who have a protected characteristic to speak out and share their concerns
- all staff will receive single agency foundation training at the point of induction - this will be regularly updated at a minimum of three-year intervals
- the designated safeguarding lead together with named deputies will undertake additional higher-level training in order to ensure they have appropriate knowledge and skills to undertake the role and will utilise these training opportunities available from the LSCB and other organisations as agreed by the governing body - this training will be regularly updated at a minimum of two-yearly intervals
- in addition to the above, all staff will receive annual safeguarding updates, which may include E-learning, circulation of information and guidance internally, staff meetings, inset training
- the subject / topics for training and updates will take into consideration LSCB priorities, local context, and needs of our students and identified training needs of staff.

Confidentiality

The school recognises that the safety and welfare of our students is paramount. We are committed to creating an environment where children feel confident to approach any member of staff if they are experiencing difficulties. Confidentiality is an essential element of this trust.

- All personal information about children is regarded as confidential and is only shared with the permission of the child (depending on their age and understanding) and/or their parents/carers, except where this would put the child at risk of significant harm
- Information about children is only shared with other staff on a need-to-know basis, as determined by the Designated Safeguarding Lead (DSL)
- All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation

We follow the government's 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' (July 2018). Key points include:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not stand in the way of the need to promote the welfare and protect the safety of children
- The Data Protection Act (DPA) 2018 and UK General Data Protection Regulation (GDPR) do not prevent, or limit, the sharing of information for the purposes of keeping children safe

Under the DPA 2018, 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data without consent if:

- It is not possible to gain consent
- It cannot be reasonably expected that a practitioner gains consent
- To gain consent would place a child at risk

In cases of alleged sexual violence or sexual harassment:

- We will balance the victim's wishes against our duty to protect them and other children
- Parents or carers will normally be informed unless this would put the victim at greater risk
- If a crime has been committed, it will be reported to the police
- We will do all we reasonably can to protect the anonymity of any children involved

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. Records are stored securely with restricted access.

All staff receive regular training on the importance of confidentiality in safeguarding, including how to handle disclosures and when it is appropriate to share information.

6. The Governing Body

The Governing Body will:

- ensure that they comply with their duties under legislation, including being aware of its obligations under the Human Rights Act (1998), the Equality Act (2010) and the school's multi-agency safeguarding arrangements
- will have regard to Keeping Children Safe in Education (2025) to ensure that the policies, procedures and training in our school are effective and comply with the law at all times
- ensure that all members of the governing board are regularly trained and updated in safeguarding and child protection, including specific safeguarding training and reading and understanding relevant policies related to safeguarding and child protection. This will help equip them with the knowledge and understanding in fulfilling their safeguarding duties and to scrutinise and review practices to ensure that there is an effective and robust culture and approach to safeguarding in the school
- ensure they facilitate a whole school approach to safeguarding; this means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of the process and policy development

The governing body/equivalent will ensure that:

- the school contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2023 - this includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
- the school provides an appropriate safeguarding response in accordance with the Effective Support document and local safeguarding procedures in order to safeguard children
- the school incorporates procedures within the Child Protection policy on minimising child-on-child abuse and these are well understood across all school staff
- ensure that all staff and governors undergo safeguarding and child protection training, including online safety, and that the leadership team and staff are aware of the provisions in place. This includes understanding their expectations, roles and responsibilities around filtering and monitoring being a part of safeguarding training. The school must ensure that all staff receive annual safeguarding updates to ensure their continued professional development
- the school pays due regard to the need to safeguard children in specific circumstances such as Child Sexual Exploitation (CSE), susceptibility to radicalisation, Female Genital Mutilation (FGM) or child-on-child abuse which can include gang related violence, cyberbullying, sexually harmful behaviours, sexual violence, sexual harassment, upskirting or youth produced sexual imagery and that all staff are trained in these matters
- the school maintains information about the legal status of all children including whether a looked after child is subject to S20 voluntary agreements, interim or

full care order, contact details for persons with parental responsibility, level of delegated authority, details of the social worker and the virtual head in the authority that looks after the child

- the school's safeguarding arrangements take into account the procedures and practice of the Local Authority as part of the inter- procedures, set up by the Local Multi Agency Safeguarding Board (LSCB). This includes working with Children's Social Care from other areas when children attend school in Luton however live outside of Luton
- the school shares information with other professionals in the interests of safeguarding children in accordance with the guidance within Working Together to Safeguard Children 2023 and Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2015
- the school will follow local procedures for sharing intelligence in relation to Child Sexual Exploitation (CSE) with Bedfordshire Police and the Single Point of Contact for CSE within Luton Council
- the school initiates appropriate safeguarding responses to children who go missing from education; particularly on repeat occasions, if there are any unexplainable and/or persistent absences to help identify the risk of abuse and neglect including sexual abuse, exploitation or radicalisation and to help prevent the risks of their going missing in future
- the Headteacher ensures that safeguarding and child protection policies and procedures which have been adopted by the Governing Body are consistently implemented
- the school has a code of conduct which should amongst other things include - staff/student relationships and communications including the use of social media and other online platforms
- the school has procedures for managing allegations and concerns about adults that work or volunteer with children and that these include the procedures for making referrals to the Disclosure and Barring Service, LADO (**Paul James, Luton Council**) and Teaching Regulation Agency (TRA) as the teaching professional body where appropriate
- the school operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers in accordance with Keeping Children Safe in Education (2025)
- the Designated Safeguarding Lead is a member of the Senior Leadership Team and has lead responsibility and authority for safeguarding - this is clearly defined within the role holder's job description and that this person has the appropriate authority, time, training, funding and resources to undertake this role as per Appendix B Keeping Children Safe in Education (2025). This includes overseeing the Single Central Register for all staff, governors and volunteers, online safety and the understanding of the filtering and monitoring systems and processes in place
- the Designated Safeguarding Lead maintains management oversight of any work undertaken by the Deputy Designated Safeguarding Lead

- any Deputy Designated Safeguarding Lead has the appropriate training skills and knowledge to undertake the operational function of the Designated Safeguarding Lead as per appendix B of Keeping Children Safe in Education (2025)
- the Designated Safeguarding Lead and any Deputies undertake LSCB higher level training to ensure they have the appropriate training, skills and knowledge to carry out this role
- in addition, the Designated Safeguarding Lead and any Deputies will update their knowledge by receiving safeguarding updates via the designated safeguarding officer network events, attendance at training and learning events offered by the LSCB, online updates via NSPCC or attendance at professional development events
- review the effectiveness of the DfE's filtering and monitoring standards, and discussing with staff and service providers what needs to be done to support the school in meeting these standards. This includes making sure that all staff are aware of the provisions in place, roles and responsibilities around filtering and monitoring as part of safeguarding training
- Reviewing the DfE's filtering and monitoring standards, and liaising with the ICT staff and service providers to ensure that adequate provisions are in place that meet these standards
- these updates take account of LSCB priorities, the local context, the needs of the students and other identified training needs
- the school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). The child protection policy and the low-level concerns section covers this procedure
- the training will ensure that child-on-child abuse is never seen as 'banter' or part of growing up and incorporates issues of sexually harmful behaviours such as sexual touching or assault and gang initiation or hazing type violence - the training recognises how alcohol use, drug use, truanting and youth generated sexualised imagery increases risks of harm to children. In addition, the training will also ensure staff have the skills and knowledge about the additional vulnerability of Looked After Children
- the school has appropriate safeguarding responses for children who are absent from education which should include holding more than one emergency contact details for students
- temporary staff and volunteers are made aware of the school's procedures for child protection and their responsibilities
- the school remedies any deficiencies or weaknesses brought to its attention without delay and recognises the importance of utilising the expertise of the Designated Safeguarding Lead and Deputies in shaping safeguarding arrangements

- the school and governing board understand that within alternative provisions, children may have complex needs and may have an additional risk of harm
- there are appropriate online filtering and monitoring systems within the school which safeguards children from accessing inappropriate or harmful online material. Over blocking of material which could impair children's independent research and learning will be avoided. Online Safety should be a running and interrelated theme within the whole-school approach to safeguarding and related policies
- the curriculum is delivered in such a way to include educating children about how to stay safe which will include Relationship and Sex Education (RSE), online safety and broader safeguarding messages within PSHE
- ensure that there are processes in place which enables children and young people to express their wishes and feelings and provide feedback. This reflects especially with children of SEND, or certain medical or physical health conditions who can face additional barriers to any abuse or neglect being recognised
- the governing body reviews its policies and procedures annually
- the nominated governor is responsible for liaising with the Headteacher and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational; they will not be involved in concerns about individual children. The nominated Safeguarding Governor at the school is **Mohammed Gulab Miah**. He will also act as the 'case manager' in the event that an allegation of abuse is made against the headteacher
- appropriate policies are in place in order for appropriate action to be taken in a timely manner to support children's welfare
- ensure a member of the governing body, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Headteacher, or proprietor or member of governing body of an independent school

Where another body is providing and hiring the school premises for services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding and health and safety requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

7. A Safer School Culture and Equality Statement

The culture of this school is one that is safe for children and unsafe for adults that may pose a risk to children. There is a belief that safeguarding is the responsibility of all adults working or volunteering within the organisation and that all concerns will be reported to the Designated Safeguarding Lead or Headteacher when concerns relate to an adult.

The school has a culture of listening to and hearing the voice of the child and we will ensure that victims are taken seriously and allegations are responded to appropriately and in a timely manner.

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND), vulnerabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see Appendix 13)
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carers has expressed an intention to remove them from school to be home educated

Students with special educational needs, vulnerabilities or health issues

We recognise that students with SEND or certain health conditions can face additional safeguarding challenges and vulnerabilities. Children with vulnerabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- The potential for students with SEN, vulnerabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

- 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

We offer extra pastoral support for these students. This includes:

- Dedicated welfare officer overseeing support and providing staff training on SEND safeguarding
- Individualised support plans for SEND students and providing safe spaces and mentoring programs
- Speech therapy and social skills training offered
- Increased vigilance for signs of distress or abuse and regularly reviewing safeguarding practices
- Digital literacy program for online safety
- Multi-agency collaboration for comprehensive support
- Welfare officer coordinates between the DSL, deputy DSL and the Headteacher to ensure ongoing support mechanisms are in place

Any abuse involving students with SEND and/or vulnerabilities will require close liaison with the DSL (or deputy) and the SENCO.

Students who are lesbian, gay, bisexual or gender questioning

The section of KCSIE 2025 on gender questioning children remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

We recognise that students who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL or deputy DSL.

When families/carers are making decisions about support for gender questioning students, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning student, we will take a cautious approach as there are still unknowns around the impact of social transition, and a student may have wider vulnerabilities, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/guardians (other than in rare circumstances where involving parents/guardians would constitute a significant risk of harm to the student). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where students can speak out or share their concerns with members of staff.

Absences

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education (see Appendix 14); particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes unexplainable and/or persistent absences from education, serious violence (including that linked to County Lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

8. Procedures for when there are safeguarding concerns about a child

Knowing what to look for is vital for the early identification of abuse, neglect and exploitation. All staff should be aware of the indicators of abuse, neglect and exploitation so that they are able to identify cases of children who may be in need of help or protection.

If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow the procedures set out in this policy and speak to the DSL/dDSL. The DSL/dDSL are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to a safeguarding concern.

Any staff member should be able to make a Child Protection Referral to Social/Children's Services if necessary.

All staff should be aware of the process for making Child Protection Referrals to Children's Services 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 - from abuse or neglect) that may follow a Child Protection Referral, along with the role they might be expected to play in such assessments.

The DSL will decide whether the concerns should be raised to Children's Services and if deemed to have met the threshold as defined in the Luton's Effective Support document will be completed. If a Child Protection Referral to Children's Services is made the DSL will discuss the referral with the parents, unless to do so would place the child at further risk of harm.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise and a factual account of any verbal disclosures and observations. These concerns should be done on either a Welfare Form, Child Protection Form and/or an incident form. Particular attention should be paid to the attendance and development of any child about whom the school has concerns (especially if the students' absence indicates a safeguarding concern), or who has been identified as being the subject of a Child Protection Plan and a written record will be kept.

If a student who is/or has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file. The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect student welfare. If necessary, training will be arranged.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations. To achieve this, we will:

- Put systems in place for students to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for students
- Make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Managing any support for the child internally via the school's own welfare support processes.
- Completing an Early Help Assessment (EHA) or making a request for Family Partnership support.
- A Child Protection Referral for statutory services, for example as the child may need services, or suffering/likely to suffer significant harm from abuse or neglect

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

If a child discloses that he or she has been abused, harmed, neglected or exploited in some way, the member of staff should follow this guidance:

All concerns, discussions and decisions made and the reasons for those decision **must** be recorded in writing (signed and dated). The Effective Support document would be used to capture the child's voice and their daily lived experience.

We will continue to support any student leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the student's new school as a matter of priority.

The school will have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not contacting family members where welfare and/or safeguarding concerns are identified.

All concerns will be viewed alongside Luton's Effective Support model in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way. The school also places due regard to the guidance contained in 'What to do if you are worried a child is being abused' (DfE, 2015).

- If, in consultation with the Effective Support document, the level on concern sits at Level 2, support will be provided by the school as the lead professional. The Luton directory can be used to identify appropriate agencies and wider support for families. If, in consultation with the Effective Support document, the concern sits at a Level 3, a referral will be made into the Family Partnership Service via the Multi Agency Safeguarding Hub (MASH). Additional support or advice for this work may be sought from the Family Partnership Service as a multi-agency response.
- In cases where it is not possible to obtain consent from the parent/carer, the school will seek advice from the MASH.
- The school will review each case to ensure that any support or intervention provided has impacted positively on the welfare/safety of the child or young person and that improvement is sustained.
- In the event that provision of Family Partnership has not led to improvements for the child/young person, or concerns escalate, the school will follow the step-up procedures published by the Multi-Agency Safeguarding Arrangements (LSCB).
- In consultation with the Effective Support document, if the concerns about the child or young person indicate that they may be at risk of or suffering significant harm, a referral will be made to the MASH.
- The parent/carer will be informed of the referral unless informing the parent may place the child/young person at increased risk of harm.
- In the event of a professional disagreement in relation to a specific concern, the school will follow the LSCB procedures for resolution of professional disagreements, also known as escalation procedures.

For student(s) who have more complex issues or concerns, we will ensure that the following interventions are in place:

- **Support for the student's teacher:** to help them manage the student's behaviour within the classroom, taking into account the needs of the whole class;
- **Additional one-to-one support for the student:** to help them cope better within the classroom
- **An individual health care plan:** the school will ensure that we make arrangements to support students with physical and mental health conditions. If mental health professionals have recommended medication this will be detailed in the individual health care plan and in the school's medical register. The lead First Aider and the deputies should be aware of any medication that the student is taking, and how this is stored and administered
- **One-to-one therapeutic work:** where the concern is related to behaviour, it will be delivered by trained mental health professionals (internally within school or externally through other agencies), which works with the student in the form of either cognitive behavioural therapy, behavioural counselling or modification approaches. Where possible, these therapies should happen and scheduled to minimise the disruption to the student's attendance in school
- **Family support and/or therapy:** could also be considered by health professionals to help the student and their family better understand and manage these concerns.

While it is the DSL's role to make Child Protection Referrals, any staff member can make a Child Protection Referral to Children's Services if a child is in immediate danger or is at risk of harm, abuse or exploitation (e.g. concern that a family might have plans to carry out FGM, Forced Marriage etc). In these circumstances a Child Protection Referral should be made to Children's Services and/or the Police immediately. Where Child Protection Referrals are made by another member of staff, the DSL should be informed as soon as possible.

If a member of staff (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police via 101. **This is a mandatory reporting duty.** KCSIE (DfE, 2025).

If the allegations raised are against other children, the school should follow the procedures set below when dealing with a disclosure of a child. Please see the school's anti-bullying policy for more details on procedures to minimise the risk of child-on-child abuse.

Please see appendix 1 and 2 for further information.

Condensed Child Protection Procedures for Staff, External Visitors and Volunteers

DEALING WITH A DISCLOSURE – The 4 R's

If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. We use the flowchart below to enable staff to deal with a disclosure effectively:

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in school

Record - Vital – facts, no opinions – When? Where? Who? What?

Review – Take responsibility to follow up any referral with a DSL

If a child discloses that he has been abused in some way, the member of staff should:

RECEIVE WHAT IS SAID

- Listen to the child. If you are shocked by what they tell you, try not to show it. Take what they say seriously. Children rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing. Children may retract what they have said if they meet with disbelief.
- Accept what the child says. Be careful not to burden them with guilt by asking, "Why didn't you tell me before?"

RE-ASSURE THE STUDENT.

- Acknowledge their courage in telling.
- Stay calm and reassure them that they have done the right thing in talking to you. It is essential to be honest with the child, but do not promise what you may not be able to deliver "everything will be all right now" (it may not be).
- Do not promise confidentiality. You have a duty to refer a child who is at risk.
- Remind them that they are not to blame (but avoid criticising the alleged perpetrator – young people often love adults who abuse them).

RESPONDING AND REPORT

- Respond to what the student has said but do not interrogate.
- Avoid leading questions like: "Was it your father? Such questions can invalidate your evidence, and the child's, in any later prosecution in court. Ask open questions: "Do you want to tell me anything else?" "And?" "Yes?"
- Where necessary, clarify what has been said to you so that you are clear and able to decide whether this is an abusive situation.
- There is a careful judgement to be made in ensuring that you have enough information to make an appropriate referral and allowing a young person to talk without being silenced, while making sure that you have not inadvertently led a young person perhaps by an assumption behind a question.
- Explain what you will do next and (where appropriate) the referral process and report it to the Designated Safeguarding Lead (or Deputy Safeguarding Lead/Safeguarding Officers)

RECORDING AND REVIEW

- Make brief notes at the time and write them up as soon as possible.
- Keep original notes in case a court requires them. Record the date, time, place and any noticeable non-verbal behaviour used by the child.
- Be objective in your recording, including statements and observable things, rather than your interpretations or assumptions.
- Each class teacher should report any concerns to the DSL or dDSL. All evidence irrespective of whether it is a written account or a 'body map' should be signed and dated by the class teacher and handed to the DSL or dDSL for storage in his filing cabinet. The file should only be available to the DSL or dDSL class teacher and officers

from social services or the police under supervision. Following discussions, a decision upon further action will be the responsibility of the DSL or dDSL.

- Each staff member should pro-actively take responsibility for reporting and recording in a timely manner and follow it up with the DSL for any further actions

Pass the information to the DSL without delay (if a DSL or Deputy is not available, staff must inform a senior member of staff or complete a child protection contact referral if this disclosure indicates that the child may be at risk of immediate harm and/or have been suffered significant harm to ensure reporting to Police and/or Children's Services where necessary is not delayed)

9. Procedures for concerns about another member of staff, volunteer or external visitor who may pose a risk of harm to children

The school will comply with the LSCB procedures for managing allegations and concerns about adults that work or volunteer with children in all circumstances.

These procedures should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

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

This relates to members of staff, supply staff and volunteers who are currently working in the school regardless of whether the school or college is where the alleged abuse, harm or exploitation took place. All staff working must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

- Allegations or concerns about colleagues and visitors must be reported directly to the Headteacher unless the concern relates to Headteacher. If the concern relates to the Headteacher, it must be reported immediately to the Chair of Governors. Concerns must be reported directly to the Local Authority Designated Officer (LADO) in Children's Social Care, who will liaise with the Chair of Governors and they will decide on any action required
- Allegations or concerns about Governors, Trustees or the Proprietor must be reported directly to the Headteacher without delay unless the concern relates to Headteacher. If the concern relates to the Headteacher, it must be reported immediately to the Designated Safeguarding Lead. Alternatively, concerns can be reported directly without delay to the Local Authority Designated Officer (LADO) in Children's Social Care, who will liaise with the Headteacher or Designated Safeguarding Lead and they will decide on any action required to safeguard and protect children from harm

- If the Headteacher or Designated Safeguarding Lead is not available, the member of staff should report their concerns to the most senior member of staff available who will contact the LADO and discuss the concerns
- Contact with the LADO should happen at the earliest possible opportunity and within 24 hours (**The LADO in Luton: Paul James can be contacted on 01582 548069**).
- The LADO may request a referral, if this is requested the referral will be completed and submitted within 1 working day
- The school will engage with the LADO at all stages of the management of the allegation / concern and comply with the Statutory Guidance contained within Keeping Children Safe in Education (2025) and the local procedures published by the LSCB
- The school will consider whether it is necessary to suspend the member of staff while the allegation or concern is investigated. However, all reasonable alternatives to manage the risk will be considered
- Due consideration will be given to the view of the LADO in relation to suspension or in-work safeguards while a matter is investigated
- Should the school dismiss a member of staff/volunteer as a result of a substantiated allegation, or should a member of staff/volunteer resign before an investigation has been completed, in accordance with Statutory Duty a referral to the Disclosure and Barring Service will be made
- If the member of staff is engaged in teaching work, the school will in accordance with published guidance from the Department for Education consider whether a referral to the Teaching Regulation Agency (TRA) should be made
- The school will adhere to the Statutory Guidance contained within Keeping Children Safe in Education (2025) with regard to record keeping, confidentiality, references and compromise or settlement agreements
- If a member of staff, student or volunteer has any concerns about poor, unsafe practice or failures of the safeguarding regime they are encouraged to raise this with the Head Teacher, Senior Leadership Team or Governing Body following the Whistle Blowing Procedures of the school.
- The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email help@nspcc.org.uk.

Staff may consider discussing any concerns with the headteacher as soon as possible and if appropriate make any referral via them. If the allegation or concerns are about the headteacher, the Chair of Governors/Proprietor should be informed.

The Chair or Governors at Jamiatul Uloom al Islamia is **Mohammed Gulab Miah** (Email: mgmiah@jamialuton.org)

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. He should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be

promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (**Paul James, Tel: 01582 548069**)

If the allegation meets any of the four criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Partnership Procedures Manual. If it is decided it does not require a child protection strategy meeting or joint evaluation meeting, the LADO will provide the employer with advice and support on how the allegations should be managed.

The Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

If the Allegation Concerns a Member of Staff or a Volunteer:

1. The DSL for Child Protection must be informed without delay
2. The DSL/Deputy DSL will inform the Headteacher without delay
3. The social services department duty officer and the police will then be informed
4. The school will take advice from the social services, on this matter regarding the staffs who were involved, before making any decision
5. The DSL/Deputy DSL and the Head Teacher will discuss the management of the staff member/volunteer pending enquires by the authorities. Example suspension, disciplinary action, or ensuring the person against whom an allegation is made has no direct contact with young people pending enquires, by the authorities
6. If any allegations are towards the Headteacher or the DSL/Deputy DSL, then the enquiries must be carried out by the Chair of Governors, Trustees and the Principal accordingly and contact relevant departments

All incidents, reports and outcomes from Child Protection officers, teachers, guardians, parents, children, social services and police **must** be recorded on a password protected file on the school's computer management system (softcopy only). All hard copies are locked away in a safe cabinet. They are strictly private and confidential and only for the attention of the Head Teachers and Child Protection Officers and agencies such as social services and police.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

10. Low-Level Concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- Being overly 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
- Humiliating students

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer

- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses
- Any concerns raised must be written down on a Teacher Incident Form and forwarded to the Headteacher. The details written are investigated and the outcome with relevant interventions are put in place. Reviews are then undertaken to ensure that the relevant actions are adequate.

The headteacher (deputy DSL) will use the information collected to categorise the type of behaviour and determine any further action, in line with the staff's Code of Conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Procedures for school staff if they have concerns about safeguarding practices within the school or college

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.
- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

Safer working practices

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct/staff behaviour policy and Safer Recruitment Consortium document **Guidance for safer working practice for those working with children and young people in education settings (May 2019) and also Addendum April 2020** available at <https://www.saferrecruitmentconsortium.org>

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998).

11. Referrals

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support staff to do so. If a child is categorised as missing in

education for an extended period/unexplained absence or accumulates a number of unauthorised absences, we will follow the policies and procedures set by the school and notify the LA and consider removing the child's name from the admissions register. More information on children absent in education can be found in Appendix 4 of this Policy. If a member of staff makes a referral directly, that member of staff must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

The DSL, the Headteacher and the Proprietor will take leading roles in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, considering whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

12. Inspection

From September 2024, Ofsted's inspections of early years, schools and post – 16 provision will be carried out under: Ofsted's Education Inspection Framework.

The school will be aware of the new inspection guidance and the requirements from Ofsted. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.

The Independent Schools Inspectorate (ISI) is approved to inspect certain independent schools, and will also report on safeguarding procedures. ISI has a published framework which informs how they inspect at Independent Schools Inspectorate.

13. Safer Recruitment and Selection

The school pays full regard to 'Keeping Children Safe in Education' (2025). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS), Childcare (Disqualification)

Regulations (where applicable) and prohibition order checks in respect of the following which will also include historic GTCE sanctions and EEA regulating authorities.

For best practice, we will check the name on the birth certificate if necessary. The school acknowledge that S128 checks should be completed on governors. A section 128 would prohibit someone from:

- serving as a governor of a maintained school
- take up a management position in an independent school, academy or free school as an employee
- becoming a trustee of an academy or free school trust; a governor or member of a proprietor body for an independent school
- becoming a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of children and that online searches will be undertaken if the candidate is shortlisted for interview. Online searches can consist of a simple search through an online search engine, looking through various social media platforms and checking their profiles and historical posts made.

The school will inform and ask shortlisted candidates about online searches being undertaken as part of due diligence and request information about their online activities on social media as part of the application process. **Abubakar Siddek, Muhammad Ali** and **Mohammed Gulab Miah** have undertaken Safer Recruitment training. One of the above will be involved in **all** staff/volunteer recruitment processes and sit on the recruitment panel.

The school use the DfE's Check a teacher's record to make prohibition, direction, restriction, and children's barred list checks for staff before appointment. For the appointment of governors, the school will carry out a section 128 check using gov.uk ([individuals prohibited from managing or governing schools](#)), because a person prevented from participating in the management of an independent school by a section 128 direction, is also disqualified from being a governor of a maintained school.

14. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a specific safeguarding issue. All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Is disabled or have vulnerabilities
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved

- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour' -based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

If a child is suffering or likely to suffer significant harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger.

Anyone can make a referral. Tell the DSL as soon as possible if you make a referral directly. Information about making a referral can be found on the following link:

<https://www.gov.uk/report-child-abuse-to-local-council>

If you discover that FGM has taken place or a student is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or

- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **child under 18** must speak to the DSL and follow our local safeguarding procedures. The duty for teachers mentioned above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

Any member of staff who suspects a student is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 below, illustrates the procedure to follow if you have any concerns about a child's welfare. Where possible, speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care.

You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

15. Our Role in the Prevention of Abuse

In accordance with Working Together (2023), the school recognises the need to safeguard children from:

- neglect
- emotional abuse
- physical abuse
- sexual abuse

(Appendix one contains more information about definitions and indicators.)

In addition, the school are alert to the need to safeguard children in specific circumstances as defined within Keeping Children Safe in Education (2025).

Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Other areas of work

All our policies, which address issues of power and potential harm to ensure a whole school approach such as:

- | | |
|--|---|
| • safe recruitment | physical restraint & restriction of liberty |
| • code of conduct | PSHE and RSE |
| • visitors/external speakers | disqualification |
| • onlinesafety | social networking |
| • whistleblowing | health and safety |
| • children missing education | bullying |
| • inclusion | code of conduct |
| • mobile phones, smart watches and cameras | |

Early help assessment

If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements. The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

16. The Curriculum

Jamiatul Uloom Al Islamia will provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being together with preparing children for life in modern Britain and embedding Fundamental British Values. This has been reflected from the latest Relationship, Sex and Health Education (RSHE) guidance and all staff should take the students' stages of development and appropriateness of the topics and content into account

Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety and bullying. Delivery will be undertaken with reference to guidance around how to promote children's spiritual, moral, social and cultural development. Issues will also be addressed through other areas of the curriculum, for example, Religious Studies, English, History, Art etc.

Additional areas within our RSHE programme from the guidance will be planned and delivered to the students through lessons, assemblies, workshops and activities, including: supporting children to develop the skills that form the building blocks of all positive relationships, kindness in relationships, reporting concerns about abusive relationships,

understanding all forms of sexual harassment and abuse and emphasising that victims of sexual harassment or abuse are never at fault for it.

Regulations have been put in place whereby the subjects Relationships and Sex Education and Health Education (for secondary students) in all schools will be mandatory from 2025.

17. Safeguarding in specific circumstances: Children who are susceptible to radicalisation and extremism

Jamiatul Uloom Al Islamia seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

In accordance with the Prevent Duty placed upon the school by the Counter Terrorism and Security Act 2015 we understand the specific need to safeguard children, young people and families from violent extremism. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and ensure we understand the referral processes in place within Luton should a Prevent concern arise. To help combat this, we will actively promote throughout the school culture and curriculum the fundamental British values of democracy, rule of law, tolerance of those with different faiths and beliefs, individual liberty and mutual respect.

Jamiatul Uloom Al Islamia values freedom of speech and the expression of beliefs and ideologies as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, free speech that is designed to manipulate the susceptible or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this school are the fundamental British Values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all women and men to live free from persecution of any kind and it would be expected that views and opinions expressed would be commensurate with these.

Definitions of radicalisation and extremism, and indicators of susceptibility to radicalisation and extremism are in Appendix Four. A Prevent risk assessment can be found in Appendix 11.

Risk reduction

The school governors, the Headteacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RSE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of children by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

In addition, the school Prevent Action Plan template may be used to demonstrate how the organisation is fulfilling the prevent duty. Please see Appendix 11 for further information. This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local Multi Agency Safeguarding arrangements.

In accordance with the Prevent Duty, **Abubakar Siddek** is the Single Point of Contact (SPoC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person. Concerns must be recorded on the school's safeguarding referral form.

If a child or young person is thought to be at risk of radicalisation, advice will be sought from the Channel Team or the Multi Agency Safeguarding Hub. A referral will be made to the Multi Agency Safeguarding Hub, and if advised, information will be shared with the Channel Panel.

In all cases, in accordance with advice provided from the Channel Team or the Multi Agency Safeguarding Hub, the school will ensure appropriate interventions are secured which are in line with local procedures in order to safeguard children assessed as being susceptible to radicalisation.

If the school are concerned that a child may be at risk of significant harm in relation to radicalisation or involvement in violent extremism a child, protection referral will be made to the Multi Agency Safeguarding Hub.

18. Safeguarding Children in Specific Circumstances: Female Genital Mutilation (FGM)/Forced Marriage/Modern Day Slavery

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It can be known as female circumcision or female genital cutting and is often carried out for cultural, religious and social reasons within families and communities.

FGM is illegal in the UK and it's also illegal to take a British national or permanent resident abroad for FGM, or help someone trying to do this.

Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places 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. This is in addition to following the school's safeguarding reporting procedures. A teacher means any person within the Education Act 2002 (section 141A(1)) employed or engaged to carry out teaching work at schools or other institutions. Those failing to report such cases will face disciplinary sanctions.

If the school are concerned that a child/young person has experienced or is at risk of FGM a Child Protection referral will be made to the Multi Agency Safeguarding Hub in accordance with interagency procedures produced by the LSCB. In addition, all teachers will follow mandatory reporting duties. (Further information regarding FGM can be found in Appendix five.)

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they are bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

The Anti-social Behavior, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry - this includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
- breaching a Forced Marriage Protection Order

All school staff need to be aware when reporting forced marriage that it is dealt with promptly. If the perpetrator becomes aware that the forced marriage is being investigated this can place the child at risk of being sent abroad immediately, disappearing and even murdered. Upon discovering and reporting a forced marriage, school staff should not liaise with the child's family, unless this has been agreed following the risk assessment from social care/police. When reporting the school staff must report any siblings they are aware of within the household too, this includes males. Siblings may also be at potential risk.

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

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

Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

So-called 'honour-based' violence

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

It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care (Keeping Children Safe in Education, 2025).

Modern slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking (the definition of which comes from the Palermo Protocol). Modern slavery crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

Types of human trafficking

There are several broad categories of exploitation linked to human trafficking, including:

- sexual exploitation
- forced labour
- domestic servitude
- organ harvesting
- child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc.
- forced marriage and illegal adoption (if other constituent elements are present).

19. Safeguarding Children in Specific Circumstances: Child-on-Child abuse

Jamiatul Uloom al Islamia are aware that children can abuse other children (often referred to as child-on-child abuse). 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 concerns.

The school recognises that children can abuse other children and such behaviours are never viewed simply as 'banter', 'just having a laugh', 'boys being boys' or as part of growing up can lead to a culture of unacceptable behaviours and an unsafe environment for children. Subsequently this can normalise abuse, leading children to

accept that this is normal and minimises the chances of children reporting abuse. We recognise that child-on-child abuse can take many different forms such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet by persons aged under 18 (referred to as youth produced sexual imagery)
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- physical abuse, hitting, kicking, shaking, biting, hair pulling (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual assault, causing someone to engage in sexual activity without consent, such as forcing some to touch themselves sexually, causing an individual to strip, or to engage in sexual activity with a third party;
- sexual violence or harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- upskirting (is an illegal offence 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)
- sexually harmful or problematic behaviour
- gang initiation or hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a individual into a group and may include an online element)

The school understands 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. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their DSL (or deputy DSL).

Staff should be clear as to the Child Protection policy and procedures with regards to child-on-child abuse and the role they have to play in preventing it. The school will identify the indicators child-on-child abuse and respond where they believe a child may be at risk from it. We will 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.

The school understands the referral pathways in response to sexual harassment and sexual violence as identified in Part 5 of KSCIE (2025).

The school will follow Sexual Violence and Sexual Harassment guidance (DfE, 2017) and will have sight of 'Part 5 – Child on child sexual violence and sexual harassment' in KCSIE (2025) and understand how to report and respond to such issues alongside local interagency procedures and the Harmful Sexual Behaviours strategy. This includes responding to any reports in a child-centred manner and undertaking an immediate risk

and needs assessment in relation to the victim, the alleged perpetrator and other children.

The school will respond to reports of sexual violence and sexual harassment on a case-by-case basis using the Effective Support document to consider/identify whether a criminal offence may have been committed and subsequently decide whether a report to the Multi Agency Safeguarding Hub or the police is necessary. The school will also consider seeking specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers.

The school understands serious violence and what may signal that children are at risk from, or are involved in serious violent crime. Indicators may include increased absences, a change in friendships/relationships with older individuals or groups, a significant decline in performance, self-harm, significant change in wellbeing or signs of assaulted/unexplained injuries. Unexplained gifts or new possessions could indicate that children have been appropriated, or are involved with, individuals associated with criminal networks or gangs.

Contextual safeguarding/extra-familial risk as referenced in KCSIE (2025) highlights that *'assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and provide as much information as possible as part of the referral process'*. The school understands contextual safeguarding and will make a referral in the first instance if apparent

Minimising Risk

The school recognises the challenges that students and young people face when discussing about such issues, therefore the school will ensure that all necessary steps are taken to minimise the risk of child-on-child abuse amongst students. This includes:

- Providing learning opportunities for students to explore child-on-child abuse during lessons, form time and during Anti-bullying/Cyberbullying week to help develop confidence for students to be able to communicate about safeguarding concerns, including asking questions and disclosing concerns
- Underpinning preventative learning about issues such as consent, healthy relationships, online safety and recognising abusive and coercive behaviour amongst peers may help to support learning about abuse
- Having designated Welfare officers (**Shaheen Rahman and Atikur Rahman**) to refer child-on-child issues to, in order to resolve child-on-child concerns and put in place action plans to prevent any potential abuse of this kind
- Students given resources and materials through Google Classroom on how to manage conflict and build emotional resilience. Details of external agencies such as the NSPCC (0808 800 5000), ChildLine (0800 1111), Samaritans and TOKKO Centre, Luton (01582 544990)

20. Safeguarding Children in Specific Circumstances: Sexualised behaviours

Where children display sexualised behaviours, the behaviours will be considered in accordance with the children's developmental understanding, age and impact on the

alleged victim. Tools such as Brook Traffic Light Tool will be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive the right support at the right time either via the Family Partnership Service or referral to Children's Social Care.

The school will utilise support and guidance from wider services such as Luton Sexual Health and make referrals where necessary, this includes an AIM (Abnormal Involuntary Movement Scale) assessment.

The school will manage incidents of sexualised behaviour on a case by case basis, with consideration to the alleged victim and alleged perpetrator.

- In all cases of child-on-child abuse the school will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be victims and provide a safeguarding response consistent with the Effective Support model within Luton.
- Where necessary, the school's behaviour policy will be invoked and any sanctions applied will be consistent with these procedures.
- Where issues indicate that a criminal offence may have been committed, a report will be made to Bedfordshire Police. The school will support victims through reporting concerns to the police and will ensure wellbeing of the child and support thereafter (Further guidance around harmful sexual behaviours can be found [here](#))
- For students who are experiencing any form of harmful sexual behaviour or harassment, we will provide details of external agencies that will provide advice and support, such as the Report Abuse in Education from the NSPCC (0808 800 5000) or help@nspcc.org.uk), ChildLine (0800 1111) and the TOKKO Centre, Luton (01582 544990)

21. Safeguarding Children in Specific Circumstances: Gang related violence (Contextual/Extra-Familial Risk)

Jamiatul Uloom al Islamia recognises the risks posed to children in relation to involvement in gang related activity, which may be street gangs, peer group or organised crime. Young people who are involved in gangs are more like to suffer harm themselves, through retaliatory violence, displaced retaliation, and territorial violence with other gangs or other harm suffered whilst committing a crime. In addition, children may experience violence as part of an initiation or hazing practices.

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. This is why all staff, especially the DSL and deputy DSL's, should consider whether children are at risk of exploitation or abuse outside of their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence. Indicators that may signal children being involved in exploitation and serious youth violence include the following:

- Increased absences from school
- A change in friendships or groups (friendships with older children or groups)
- A decline in performance

- Changes to wellbeing or signs of self-harm
- Unexplained injuries
- Unexplained gifts and possessions (this may indicate they have been approached with individuals associated with gangs)

The school understands that referral can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an appropriate response/referral to the Family Partnership Service when concerns are raised about indicators of gang activity.

If information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made to the Multi Agency Safeguarding Hub within Children's Social Care.

Where there are concerns that a child or young person may be, or is at risk of becoming involved in gang related activity, a referral will be made to the MAG panel in accordance with local procedures as part of the safeguarding response.

The school understand the process of completing a Multi-Agency Submission Form which highlights broader concerns contextually occurring outside of the child's home. See Appendix 7 for further information.

22. Safeguarding Children in Specific Circumstances: Youth Generated Sexualised Imagery

Jamiatul Uloom Al Islamia recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet. We pay due regard to the Guidance issued by the UK Council for Child Internet Safety in relation to how we respond to incidents.

All staff should have an awareness of safeguarding issues and behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk.

The decision to view imagery/video should be based on the professional judgment of the DSL and comply with the set procedures in this policy set out below and in Appendix 6. The Imagery/video should never be viewed if the act of viewing will cause significant distress or harm to the student.

In all cases where an incident of youth produced sexual imagery is reported, the following actions will be undertaken:

- the incident should be reported to the Designated Safeguarding Lead as immediately
- explain to the student that you need to report the incident, and reassure that they will receive support and help from the DSL.
- the Designated Safeguarding Lead should hold an initial review discussion or meeting with appropriate school staff
- there should be subsequent interviews with the young people involved (if appropriate)

- parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- at any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care and/or Bedfordshire Police immediately

Staff, volunteers and external visitors must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a student to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

An immediate referral will be made to Bedfordshire Police and Social Care in the following circumstances:

- the incident involves an adult
- there is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- the imagery involves sexual acts and any student in the imagery is under 13
- there is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming
- If none of the above applies, the school may choose to deal with the incident without involving Bedfordshire Police or Children's Social Care. This will usually be the case where the Designated Safeguarding Lead is confident that they have enough information to assess the risks to the students involved and the risks can be managed within the school pastoral support and disciplinary framework. All decisions and rationale for decision making will be recorded. All decisions will be based on the best interests of the child/ren.

The school will pay due regard to the Department for Education guidance: [Searching, Screening and Confiscation advice](#).

Adults in the school will not view youth produced sexual imagery unless there is a good and clear reason to do so and after advice is sought from the Police's Safeguarding Team. Wherever possible the Designated Safeguarding Lead will respond to an incident based on what they have been told about the imagery. All incidents will be recorded.

Anyone can make a referral under the above section.

More information is available in Appendix Six.

23. Safeguarding Children in specific circumstances: Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (DfE, 2017).

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside 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 or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

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 or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

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

the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that 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.

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

The school recognises that both boys and girls can be vulnerable to CSE and CCE and as such ensure staff are alert to signs and indicators. There are various 'models' of CSE which include but not limited to:

- gangs and groups
- boyfriend/girlfriend model
- child-on-child
- familial
- online
- abuse of authority

Where concerns are identified in relation to CSE or CCE the Effective Support document will be consulted in order to ensure the child receives support at the earliest possible opportunity. A Multi-Agency response via the Family Partnership Service/ Multi-Agency Safeguarding Hub (MASH) may be initiated through in response to a referral. Where parental consent cannot be obtained, advice will be sought from the MASH.

If a child is thought to be at risk of significant harm through CSE or CCE a referral will be made to the Multi Agency Safeguarding Hub within Children's Social Care.

In all cases, intelligence will be shared with Bedfordshire Police using the information sharing form which will also be copied to the Single Point of Contact for CSE within Luton Council.

For students who are experiencing any form of harmful sexual exploitation or harassment, we will provide details of external agencies that will provide advice and support, such as the Report Abuse in Education from the NSPCC (0808 800 5000) or help@nspcc.org.uk, ChildLine (0800 1111) and the TOKKO Centre, Luton (01582 544990)

24. Children in specific circumstances: Further Guidance

Further guidance in relation to safeguarding children in specific circumstances can be located in the LSCB/Luton Council procedures as listed below:

- abuse linked to spiritual belief
- child sexual exploitation

- safeguarding children vulnerable to gang activity
- supporting individuals susceptible to violent extremism
- private fostering or a child who is being looked after
- children missing from home or care
- children missing education
- children of parents who misuse substances
- children of parents with learning difficulties
- working with parents/guardians with mental health problems
- working with parents/guardians with disabilities
- disabled children
- protocol for dealing with domestic violence when children are involved
- online – children exposed to abuse through the digital media
- fabricated or induced illness
- Female Genital Mutilation
- forced marriage / honour-based violence
- modern day slavery / human trafficking
- criminal exploitation of children across county Lines
- practice guidance & procedures to distinguish between healthy and abusive sexual behaviours in children and young people
- safeguarding children who may have been trafficked
- protocol & guidance; working with sexually active young people
- working with hostile, non-compliant clients and those who use disguised compliance
- safeguarding young people on the Autism Spectrum

25. Children with additional needs or vulnerabilities

Jamiatul Uloom Al Islamia recognises that while all children have a right to be safe, some children may be more vulnerable to abuse or harms, for example a young carer, a child frequently missing from home/care, children who are looked after, children with disabilities or special educational needs, a child living with domestic abuse, parental mental ill health or substance abuse, or a child who has returned home to their family from care. The school will ensure that any assessments and referrals are made to support a child with additional needs at the earliest opportunity.

- When the school is considering excluding, either fixed term or permanently, a vulnerable child and/or a child who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude.

- In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body.
- The DSL will inform the local authority if it is aware of any student being looked after under a private fostering arrangement. On admission to the school, and at other times, the school will be vigilant in identifying any private fostering arrangement (See Appendix 13)
- Acknowledging that a student that is looked after or has been previously looked after by the Local Authority remains vulnerable and all staff should have the knowledge, skills and understanding to keep students who are previously or currently looked after safe. It is important that the school work with other agencies and prompt appropriate actions to ensure concerns are taken to safeguard these students

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed an appropriately trained teacher, **Abubakar Siddek** to take the lead on promoting the educational achievement of looked-after and previously looked-after children.

As part of their role, they will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children

26. Involving parents/carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

Parents/carers can find details of the safeguarding policy through the school website (www.jamialuton.org), the school prospectus, supplementary information, letters etc.

27. Multi-agency work and Safeguarding Arrangements

The Children and Social Work Act 2017 replaces Local Safeguarding Children Boards with new local safeguarding arrangements led by three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups). The Act places a duty on those partners to make arrangements for themselves and **relevant agencies** they deem appropriate, to work together for the purpose of safeguarding and promoting the welfare of children in their area. In Luton, the arrangements continue to be referred to as the Local Safeguarding Children and Adult's Board.

The school understands its role in the three safeguarding partner arrangements. Governing bodies, proprietors and the senior leadership teams, especially the designated safeguarding leads, will make themselves aware of and follow their local arrangements. We work in partnership with other agencies in the best interests of children. The school will initiate an Effective Support Strategy, and make referrals to Children's Social Care.

Referrals and contacts should be made by the Designated Safeguarding Lead or one of the Deputy Leads to either the Family Partnership Service, or the Multi Agency Safeguarding Hub (MASH) depending on the level of need. Where the child already has a social worker, the request for service will go immediately to the social worker involved, or in their absence to their team manager or duty worker.

- We will co-operate with any child protection enquiries conducted by Children's Social Care: The school will ensure representation at appropriate inter-agency meetings such as Team Around the Family meetings, Initial and Review Child Protection Conferences, together with core group meetings.
- We will provide reports as required for these meetings in accordance with the Multi-Agency Safeguarding Arrangements (LSCB) interagency procedures. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child is subject to an Inter-agency Child Protection Plan, Child in Need Plan or Early Help Assessment, the school will contribute to the preparation, implementation and review of the plan as appropriate.
- If a child is subject to a referral to a multi-panel such as MARAC, MAGPAN or CHANNEL, the school will contribute to such arrangements.

28. Operation Encompass

At Jamiatul Uloom Al Islamia, we are working in partnership with Luton Council and Bedfordshire Police to identify and provide appropriate support to students who have experienced domestic abuse in their household (children who have seen, heard or

wtinessed); nationally and locally. In order to achieve this, the police will share police information with the Nominated Relay SPOC (**Abubakar Siddek and Mohd. Ali**) of all domestic incidents where one of our students has been affected. On receipt of any information, the Nominated Relay SPOC will decide on the appropriate support the child requires, this could be silent or overt.

All information sharing and resulting actions will be undertaken in accordance with the 'LC Protocol for Domestic Abuse – Notifications to Schools'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

29. Mental Health

All staff at Jamiatul Uloom al Islamia should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

The school will ensure that all out staff complete Mental Health Awareness training so that they can recognise and be made aware of the mental health issues that can lead to a student who may have suffered, or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures set in the Child Protection Policy and including discussions with the DSL or deputy DSL's. We will ensure that the following actions are taken when identifying, managing and dealing with concerns from adults and students in regards to mental health issues. These include:

- Ensuring that appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Teachers and support staff should be well-placed to observe student's day-to-day behaviour and identify where students may be experiencing mental health problems or be at risk of developing one
- Staff being aware of how student's experiences of abuse, neglect, exploitation and adverse childhood experiences can have a long-lasting impact on their mental health, behaviour and education which can linger onto adulthood
- Know what to do if staff have a mental health concern that is also a safeguarding concern and follow the school's child protection policy and speak to the designated safeguarding lead or a deputy
- We will work with parents/carers to help manage the mental health and behaviour of the student to support the student in their academic and emotional development
- Ensuring that students and their families are aware of the mental health support available locally and nationally in the school; and indicate where information and resources are available to help support their child's mental health

- In some cases, the student may not wish to have their families involved in any mental health interventions or therapies that they are receiving. In this case, the student can consent himself providing that they are over the age of 16 or are capable in some instances making their own consent if they are under the age of 16 if the student is deemed to be 'Gillick competent'. Otherwise students who are under 16 would require consent from their parent(s)/carer(s)
- We will liaise with our local health and wellbeing boards, including specialist children and young people's mental health services (CYPMHS) for advice and support to help better manage and deal with any student who have mental health concerns

All staff will have access to a range of advice and resources to help them identify children in need to extra mental health support and promote mental health support within schools, which includes workings with external agencies. More information is found in the [Mental Health and Behaviour in schools guidance](#).

30. Online Safety

This part is in conjunction with the school's E-Safety Policy and the Online Safety Act.

The use of technology has brought about many positive experiences and development for our students to help them be part of a global online community. However, with many positive experiences brings about platforms that can facilitate significant safeguarding and well-being issues which can lead to child exploitation, radicalisation and sexual predation, which brings about significant safeguarding issues. At Jamiatul Uloom al Islamia, we aim to effectively protect and educate the school in the use of different technologies and establishes systems of control to help identify, intervene and where appropriate escalate any incident that arises. We do this by the following:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of students, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The school recognises four fundamental categories that identifies areas of online risk:

- **Content:** being exposed to inappropriate, harmful or illegal material, for example: pornography, racism, self-harm, suicide, antisemitism, islamophobia, misinformation, disinformation (including fake news or radical and extremist views) and conspiracy theories
- **Contact:** being subjected and exposed to harmful online interaction with other users, for example: peer-to-peer pressure, indecent commercial advertising, adults posing as children or young adults with the purpose of exploitation or sexual gratification, access to the Dark Web

- **Conduct:** personal online behaviour that increases the likelihood of, or causes harm; for example: making, sending and receiving explicit images or cyberbullying
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If students or staff are at risk, the incidents can be reported to the Anti-Phishing Working Group (<https://apwg.org/>).

Protecting Children

At Jamiatul Uloom al Islamia, we will ensure that all reasonable steps are taken to limit children's exposure to the above risks from the school's IT system. As part of this process, we will also endeavour to do the following:

- Educate students about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when students are not present
 - Staff will not take pictures or recordings of students on their personal phones or cameras
- Make all students, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, students and parents/carers are aware that SLT have the power to search students' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.

- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community. Governors will carry out annual reviews to ensure that the DfE's filtering and monitoring standards are being met
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

We have a 'no mobile phone' policy, where students are unable to carry their mobile phones into the classroom or use them throughout the school day. The students will take their mobile phones into the school office, where it will be labelled and stored under secure storage. Students will only be allowed to use their mobile phones in the school office and ONLY for emergency purposes.

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/guardians may be familiar with generative chatbots such as ChatGPT and Google Bard.

Jamiatul Uloom al-Islamia recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard students. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose students to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. The school has robust filtering and monitoring systems in place across all electronic devices to filter and block AI websites and tools and will refer to the DfE's filtering and monitoring standards for compliance. Timely tests and reviews will take place to ensure that ICT systems are effective and the outcome and next steps are recorded.

We will treat any use of AI to access harmful content or bully students in line with this policy and our anti-bullying and behaviour policy. This includes the use of generative AI and 'deepfakes'.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school. This includes an understanding of spotting indicators of generative AI and 'deepfakes' and procedures to report such incidents.

Sharing of nudes and semi-nudes ('sexting')

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

Staff must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a student to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)

- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or guardians
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the student(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the student(s) involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents/guardians of the students involved (in most cases parents/guardians should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the images or videos is under 13

- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks. They will hold interviews with the students involved (if appropriate).

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/guardians

The DSL will inform parents/guardians at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through a safer-schools officer, a police community support officer, local neighbourhood police and through dialling 101].

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

Students are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our PSHE and RSE Curriculum as well as weaving these topics into our school curriculum. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with students so they are aware of the processes the school will follow in the event of an incident.

Education at home

Where students are being asked to learn online at home, we will ensure that the school's Remote Learning policy is implemented and will regularly establish contact and provide advice and support with the student and their family on how to keep themselves safe online.

31. Record Keeping

All staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

All concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing. If in doubt about recording requirements and whether to record something, staff should discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern to be recorded as soon as possible after the conversation. Use the schools Safeguarding Incident/Concern Form and submit it to the DSL/ Deputy DDSL within 24 hours
- the date, time, place is recorded, and any noticeable non-verbal behaviour and the words used by the child
- the body map on Children Protection Form, to indicate the position of any injuries and a clear description of the injury
- statements and observations based on factual information rather than interpretations or assumptions. Details of how the concern was followed up and resolved must be included
- A note of any action taken, decisions reached and the outcome. Do not destroy the original records in case they are needed by a court

All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer. Concerns and referrals will be kept in a separate child protection file for each child and kept under secure storage that only the DSL and the Safeguarding Governor will have access to.

Any non-confidential records will be readily accessible and available.

Confidential information and records will be held securely and only available to those who have a right or professional need to see them. Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the

school. Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school or college, the DSL will ensure that their child protection file and the common transfer file is forwarded as soon as possible, securely, and separately from the main student file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child. The DSL will ensure that all safeguarding records are managed in accordance with the Education (Student Information) (England) Regulations 2005.

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

Appendix One

Definitions and indicators of harm, abuse and exploitation

1. Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- constant hunger
- stealing, scavenging and/or hoarding food
- frequent tiredness or listlessness
- frequently dirty or unkempt
- often poorly or inappropriately clad for the weather
- poor school attendance or often late for school
- poor concentration
- affection or attention seeking behaviour
- illnesses or injuries that are left untreated
- failure to achieve develop mental milestones, for example growth, weight
- failure to develop intellectually or socially
- responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- the child is regularly not collected or received from school; or
- the child is left at home alone or with inappropriate carer.

2. Physical abuse

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- multiple bruises in clusters, or of uniform shape
- bruises that carry an imprint, such as a hand or a belt
- bite marks
- round burn marks
- multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks
- an injury that is not consistent with the account given
- changing or different accounts of how an injury occurred
- bald patches

- symptoms of drug or alcohol intoxication or poisoning
- unaccountable covering of limbs, even in hot weather
- fear of going home or parents being contacted
- fear of medical help
- fear of changing for PE
- inexplicable fear of adults or over-compliance
- violence or aggression towards others including bullying; or
- isolation from peers

3. Sexual abuse

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- sexually explicit play or behaviour or age-inappropriate knowledge
- anal or vaginal discharge, soreness or scratching
- reluctance to go home
- inability to concentrate, tiredness
- refusal to communicate
- thrush, persistent complaints of stomach disorders or pains
- eating disorders, for example anorexia nervosa and bulimia
- attention seeking behaviour, self-mutilation, substance abuse
- aggressive behaviour including sexual harassment or molestation
- unusual compliance
- regressive behaviour, enuresis, soiling
- frequent or open masturbation, touching others inappropriately
- depression, withdrawal, isolation from peer group
- reluctance to undress for PE or swimming; or
- bruises or scratches in the genital area

4. Sexual exploitation

Child sexual exploitation occurs when a child or young person, or another person, receives 'something' (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- entering and/or leaving vehicles driven by unknown adult
- possessing unexplained amounts of money, expensive clothes or other items
- frequenting areas known for risky activities
- being groomed or abused via the Internet and mobile technology; and
- having unexplained contact with hotels, taxi companies or fast-food outlets

The intelligence reporting form on the LSCB website will be used to share information with Bedfordshire Police and Children's Social Care that raises a concern around CSE.

5. Emotional abuse

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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- the child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- over-reaction to mistakes
- delayed physical, mental or emotional development
- sudden speech or sensory disorders
- inappropriate emotional responses, fantasies
- behaviours such as rocking, banging head, regression, tics and twitches
- self-harming, drug or solvent abuse

- fear of parents being contacted
- running away
- compulsive stealing
- appetite disorders - anorexia nervosa, bulimia; or
- soiling, smearing faeces, enuresis

N.B: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- delay in seeking treatment that is obviously needed
- unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- reluctance to give information or failure to mention other known relevant injuries
- frequent presentation of minor injuries
- a persistently negative attitude towards the child
- unrealistic expectations or constant complaints about the child
- alcohol misuse or other drug/substance misuse
- parents request removal of the child from home; or
- violence between adults in the household
- being homeless or at risk of being homeless.

If a child is homeless or at risk of becoming homeless, the DSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

7. Children with vulnerabilities and additional needs

When working with children with vulnerabilities and additional needs, practitioners need to be aware those vulnerabilities to abuse, neglect and exploitation such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's vulnerability without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

Possible indicators of abuse, exploitation and/or neglect may also include:

- a bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- not getting enough help with feeding leading to malnourishment
- poor toileting
- lack of stimulation
- unjustified and/or excessive use of restraint
- rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- unwillingness to try to learn a child's means of communication
- ill-fitting equipment, for example callipers, sleep boards, inappropriate splinting
- misappropriation of a child's finances; or
- inappropriate invasive procedures.

Appendix 2

Dealing with a disclosure/allegation of harm, abuse, neglect or exploitation

If a child discloses that he or she has been abused in some way, the member of staff should follow this guidance:

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in school

Record - Vital – facts, no opinions – When? Where? Who? What?

Review – Take responsibility to follow up any referral with a DSL

All concerns, discussions and decisions made and the reasons for those decision **must** be recorded in writing (signed and dated). The Effective Support document would be used to capture the child's voice and their daily lived experience.

We will continue to support any student leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the student's new school as a matter of priority.

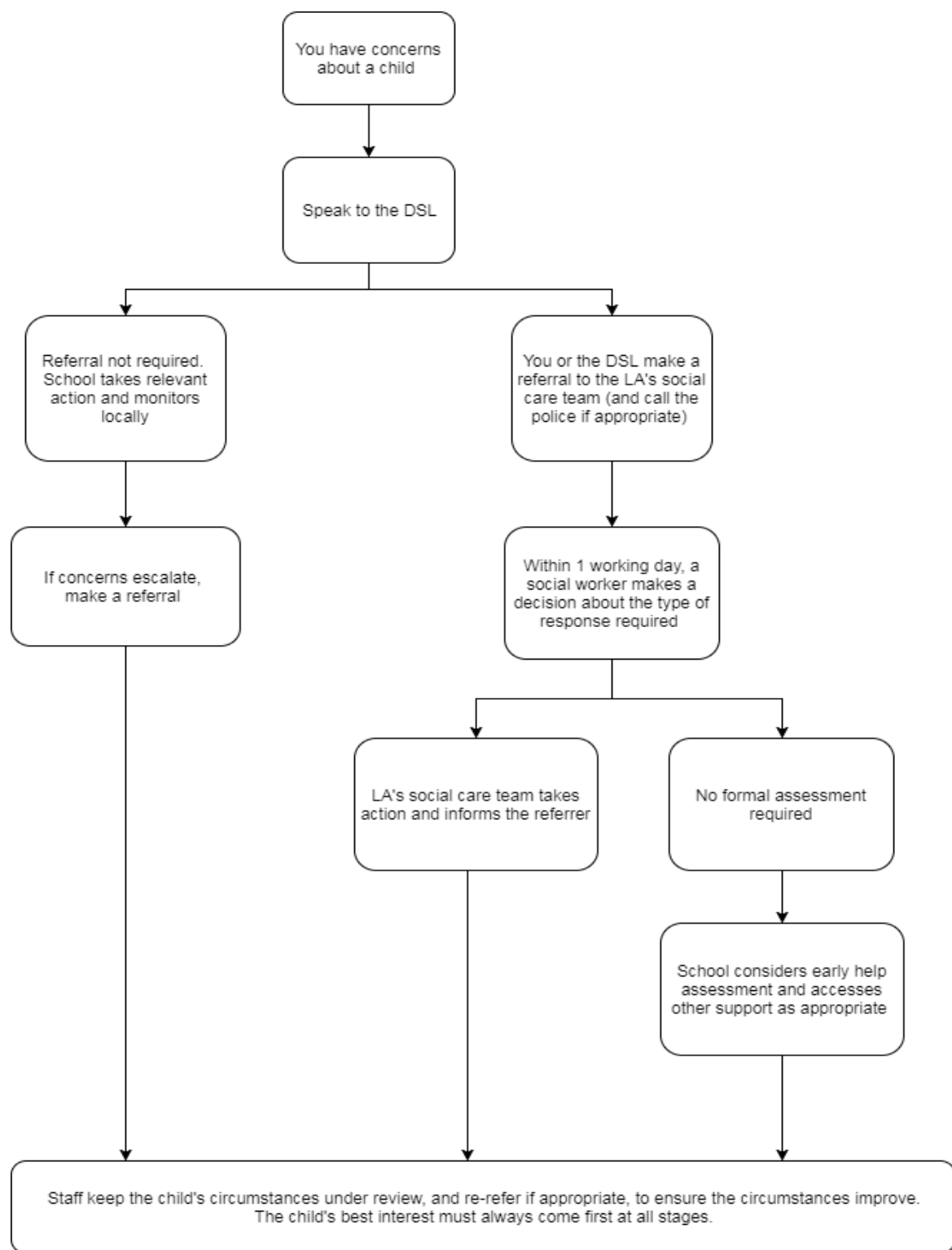
When a child tells me about abuse s/he has suffered, what must I remember?

- stay calm
- do not communicate shock, anger or embarrassment
- reassure the child
- tell her/him you are pleased that s/he is speaking to you
- never enter into a pact of secrecy with the child
- assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this (state who this will be and why)
- tell her/him that you believe them
- children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed
- tell the child that it is not her/his fault
- encourage the child to talk but do not ask "leading questions" or press for information
- listen and remember
- check that you have understood correctly what the child is trying to tell you
- praise the child for telling you
- communicate that s/he has a right to be safe and protected
- do not tell the child that what s/he experienced is dirty, naughty or bad
- it is inappropriate to make any comments about the alleged offender
- be aware that the child may retract what s/he has told you. It is essential to record all you have heard
- at the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- as soon as you can afterwards, make a detailed record of the conversation using the child's own language – include any questions you may have asked
- Do not add any opinions or interpretations

NB It is not the staff's role to seek disclosures; their role is to observe that something may be wrong, ask about it, listen, be available and make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or a disclosure of abuse must be reported to Children's Social Care without delay, by the Headteacher or the Designated Safeguarding Lead. **If you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger), please follow the flow chart outlined below (If the DSL is unavailable, this should not delay action):**



Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Headteacher.

Appendix 3

Allegations about a member of staff, governor or volunteer

If a child makes an allegation or raises a concern about a member of staff, governor, visitor or volunteer posing a risk to children, the Headteacher should be informed immediately. If the allegation or concern falls within the following criteria, the LADO will be contacted at the earliest possible opportunity and within 1 working day:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child; or
- behaved in a way that indicates s/he may pose a risk of harm to children

The Headteacher will not carry out the investigations or interview students.

If a child makes an allegation of physical abuse against an adult that works with children and there are visible bruises, marks or injuries, or if a child makes an allegation of sexual abuse against an adult that works with children, child protection procedures will be followed and a referral made to the Multi Agency Safeguarding Hub. The LADO will also be informed.

The Headteacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff are felt likely to fall within the scope of the Interagency Allegation Management Procedures (as stated in point 2), the Headteacher will notify the Local Authority Designated Officer (Tel: 01582 548069). The LADO will liaise with the Headteacher and advise about actions to be taken which will be in accordance with the Interagency Allegation Management Procedures.
- If the Headteacher is uncertain, whether the concern or allegation falls within the scope of the Interagency Allegation Management Procedures, a consultation with the LADO will take place and the advice provided will be acted upon. This consultation and the advice offered will be recorded and held on file.
- Where an allegation has been made against the Headteacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the section on Allegations against Staff and Volunteers in the procedures of the LSCB

Appendix 4

Indicators of susceptibility to radicalisation and extremism

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.'
3. Extremism is defined by the Crown Prosecution Service as:

'The demonstration of unacceptable behaviour by using any means or medium to express views which:

- encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - seek to provoke others to terrorist acts
 - encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - foster hatred which might lead to inter-community violence in the UK.'
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit susceptibilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those susceptibilities.
6. Indicators of susceptibility include:
- **identity crisis** – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society
 - **personal crisis** – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
 - **personal circumstances** – migration; local community tensions; and events affecting the child's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - **unmet aspirations** – the child may have perceptions of injustice; a feeling of failure; rejection of civic life
 - **experiences of criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
 - **special educational needs** – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. **More critical risk factors could include:**

- being in contact with extremist recruiters
- accessing violent extremist websites, especially those with a social networking element
- possessing or accessing violent extremist literature

- using extremist narratives and a global ideology to explain personal disadvantage
- justifying the use of violence to solve societal issues
- joining or seeking to join extremist organisations; and
- significant changes to appearance and/or behaviour
- experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

MUU ideology (Mixed, Unclear, Unstable) is a category within the Prevent system, introduced in 2017/18 and designed to distinguish from those cases in which an individual's ideology is obvious, well-embedded and appears to be the primary factor drawing them towards TACT offences. It describes what appears to be an increasingly common phenomenon where individuals do not have a well-defined or well-understood ideological motivation. These individuals often seem drawn towards acts of extremism, extremist or terrorist groups or causes, or terrorist violence, as a means of providing them with a 'solution' to other problems in their lives. They commonly present with multiple and complex susceptibilities.

- **Mixed:** individuals who show interest in several (sometimes disparate) ideologies simultaneously. For example, a joint interest in right-wing extremism and involuntary celibate ("incel") content or Islamist extremism and white supremacy.
- **Unstable:** individuals who initially appear to adhere solely to one ideology but then switch or transition to another.
- **Unclear:** individuals whose ideological influences are less coherent and not easily identifiable. This can include individuals motivated by a hatred of a 'perceived other' without relating to prominent, well-known forms of extremism. This includes but is not limited to those who appear fixated with mass violence (such as school shootings) and incels, whose intolerance is predominantly directed at women.

Individuals referred for MUU display a variety of characteristics, including: an interest in multiple extremist ideologies in parallel (e.g. Islamic extremism and white supremacy); switching from one ideology to another over time; targeting a 'perceived other' of some kind without specifically identifying with a particular cause; obsession with massacre or mass violence without a particular target group; and susceptibility to being drawn into terrorism out of a desire for belonging or elevated social state.

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for

identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Appendix 5

Female Genital Mutilation (FGM)

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done. It's also known as "female circumcision" or "cutting", and by other terms such as sunnah, gudniin, halalays, tahur, megrez and khitan, among others.

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. It is illegal in the UK and is child abuse. It's very painful and can seriously harm the health of women and girls. It can also cause long-term problems with sexual intercourse, childbirth and mental health.

Effects of FGM

There are no health benefits to FGM and it can cause serious harm, including:

- constant pain
- pain and/or difficulty having sex
- repeated infections, which can lead to infertility
- bleeding, cysts and abscesses
- problems passing urine or incontinence
- depression, flashbacks and self-harm
- problems during labour and childbirth, which can be life-threatening for mother and baby.

Some girls die from blood loss or infection as a direct result of the procedure.

Why FGM is carried out

FGM is carried out for various cultural, religious and social reasons within families and communities in the mistaken belief that it will benefit the girl in some way (for example, as a preparation for marriage or to preserve her virginity). However, there are no acceptable reasons that justify FGM. It's a harmful practice that isn't required by any religion and there are no religious texts that say it should be done. There are no health benefits of FGM. FGM usually happens to girls whose mothers, grandmothers or extended female family members have had FGM themselves or if their father comes from a community where it's carried out.

Where FGM is carried out

Girls are sometimes taken abroad for FGM, but they may not be aware that this is the reason for their travel. Girls are more at risk of FGM being carried out during the summer holidays, as this allows more time for them to "heal" before they return to school.

Communities that perform FGM are found in many parts of Africa, the Middle East and Asia. Girls who were born in the UK or are resident here but whose families originate from an FGM practising community are at greater risk of FGM happening to them.

Communities at particular risk of FGM in the UK originate from:

Egypt	Yemen	Eritrea	Sudan
Ethiopia	Somalia	Gambia	Sierra Leone
Guinea	Nigeria	Indonesia	Mali
Ivory Coast	Malaysia	Kenya	Liberia

The law and FGM

FGM is illegal in the UK. It is a criminal offence to:

- perform FGM (including taking a child abroad for FGM)
- help a girl perform FGM on herself in or outside the UK
- help anyone perform FGM in the UK
- help anyone perform FGM outside the UK on a UK national or resident
- fail to protect a girl for whom you are responsible from FGM

Anyone who performs FGM can face up to 14 years in prison. Anyone found guilty of failing to protect a girl from FGM can face up to seven years in prison

The Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places 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.

Possible signs and indicators of FGM

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear

Below are some warning signs that MAY indicate a girl is at risk of FGM:

- parents requesting additional periods of leave around school holiday times
- if the girl comes from a country with a high prevalence of FGM
- mother and siblings have undergone FGM

- child may indicate that they are going for a special event (in the UK or abroad)

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

Any member of staff who suspects a student is *at risk* of FGM or suspects that FGM has been carried out discovers that a student **aged 18 or over** appears to have been a victim of FGM should speak to the DSL and follow our local safeguarding procedures.

Further information can be obtained from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

Appendix 6

Safeguarding in specific circumstance: Youth produced sexual imagery

Definition: under 18's sending or posting sexually suggestive images, including nude or semi-nude photographs via mobile devices or the internet.

Incidents covered by this policy:

- person under 18 creates a sexual image of themselves and shares it with another person under 18
- a person under 18 shares an image of another under 18 with another person under 18 or an adult
- a person under 18 is in possession of sexual imagery created by another person under 18

Incidents not covered by this guidance:

- under 18s sharing adult pornography
- under 18s sharing sexual texts without sexual imagery
- adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

The Law

Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals
- sex acts including masturbation
- indecent images may also include overtly sexual images of young people in their underwear

These laws were not created to criminalise young people but to protect them. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. We believe young people need education, support, and safeguarding, not criminalisation.

The National Police Chiefs Council has made clear that incidents of youth produced sexual imagery should be treated primarily as a safeguarding issue. However, the police may need to be involved in cases to ensure thorough investigation including collection of evidence. If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to the police and/or Children's Social Care.

If you have any doubts about whether to involve other agencies, you should make a referral to the police.

Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or Children's Social Care, the DSL should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks. When assessing the risks, the following should be considered:

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

- Has the young person taken part in this kind of activity before?

Informing parents/guardians

Parents/guardians should be informed and involved in the process at an early stage unless informing will put the young person at risk of harm. Any decision not to inform the parents/carers would generally be made in conjunction with other services such as Children's Social Care and/or the police, who would take the lead in deciding when the parents/carers should be informed.

DSLs may work with the young people involved to decide on the best approach for informing parents. In some cases, DSLs may work to support the young people to inform their parents/carers themselves.

Searching devices, viewing and deleting imagery

Viewing the imagery

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, responses to incidents should be based on what DSLs have been told about the content of the imagery.

If a decision is made to view imagery, the DSL would need to be satisfied that viewing:

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

If it is necessary to view the imagery then the DSL should:

- never copy, print or share the imagery; this is illegal
- discuss the decision with the Headteacher
- ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher
- ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team (this staff member does not need to view the images)
- wherever possible, ensure viewing takes place on school premises, ideally in the Headteacher or a member of the senior leadership team's office
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions and ensure the safeguarding recording procedures for the school are followed

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has been formally authorised by the Headteacher can examine data or files, and delete

these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If during a search a member of the SLT finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

Further details on searching, deleting and confiscating devices can be found in the DfE Searching, Screening and Confiscation advice.

Appendix 7

Safeguarding in Specific Circumstances: Gang involvement

There are particular risk factors and triggers that young people experience in their lives that can lead to them becoming involved in gangs. Many of these risk factors are similar to involvement in other harmful activities such as youth offending or violent extremism.

Risk indicators may include:

- becoming withdrawn from family
- sudden loss of interest in school - decline in attendance or academic achievement
- starting to use new or unknown slang words
- holding unexplained money or possessions
- staying out unusually late without reason
- sudden change in appearance - dressing in a particular style or 'uniform'
- dropping out of positive activities
- new nickname
- unexplained physical injuries
- graffiti style tags on possessions, school books, walls
- constantly talking about another young person who seems to have a lot of influence over them
- broken off with old friends and hanging around with a new group
- increased use of social networking sites
- starting to adopt codes of group behaviour e.g. ways of talking and hand signs
- expressing aggressive or intimidating views towards other groups of young people some of whom may have been friends in the past
- being scared when entering certain areas
- being concerned by the presence of unknown youths in their neighbourhood

This is not an exhaustive list and should be used as a guide

Appendix 8

Safeguarding in Specific circumstances: Child Sexual Exploitation

Child sexual exploitation takes different forms - from a seemingly 'consensual' relationship where sex is exchanged for attention, affection, accommodation or gifts, to serious organised crime and child trafficking. Child sexual exploitation involves differing degrees of abusive activities, including coercion, intimidation or enticement, unwanted pressure from peers to have sex, sexual bullying (including cyber bullying), and grooming for sexual activity. There is increasing concern about the role of technology in sexual abuse, including social networking, internet sites and mobile phones. The key issue in relation to child sexual exploitation is the imbalance of power within the 'relationship'. The perpetrator always has power over the victim, increasing the dependence of the victim as the exploitative relationship develops.

Many children and young people are groomed into sexually exploitative relationships but other forms of entry exist. Some young people are engaged in informal economies that incorporate the exchange of sex for rewards such as drugs, alcohol, money or gifts. Others exchange sex for accommodation or money as a result of homelessness and experiences of poverty. Some young people have been bullied and threatened into sexual activities by peers or gangs which is then used against them as a form of extortion and to keep them compliant.

The key indicators of child sexual exploitation include:

Health

- physical symptoms (bruising suggestive of either physical or sexual assault)
- chronic fatigue
- recurring or multiple sexually transmitted infections
- pregnancy and/or seeking an abortion
- evidence of drug, alcohol or other substance misuse
- sexually risky behaviour

Education

- truancy/disengagement with education or considerable change in performance at school

Emotional and Behavioural Issues

- volatile behaviour exhibiting an extreme array of mood swings or use of abusive language
- involvement in petty crime such as shoplifting, stealing etc.
- secretive behaviour
- entering or leaving vehicles driven by unknown adults
- reports of being seen in places known to be used for sexual exploitation, including public toilets known for 'cottaging' or adult venues (pubs and clubs)

Identity

- low self-image

- low self-esteem
- self-harming behaviour, e.g. cutting, overdosing
- eating disorders
- promiscuity

Relationships

- hostility in relationships with staff, family members as appropriate and significant others
- physical aggression
- placement breakdown
- reports from reliable sources (e.g. family, friends or other professionals) suggesting the likelihood of involvement in sexual exploitation
- detachment from age-appropriate activities
- associating with other young people who are known to be sexually exploited
- known to be sexually active
- sexual relationship with a significantly older person, or younger person who is suspected of being abusive
- unexplained relationships with older adults
- possible inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet
- phone calls, text messages or letters from unknown adults
- adults or older youths loitering outside the home
- persistently missing, staying out overnight or returning late with no plausible explanation
- returning after having been missing, looking well cared for in spite of having no known home base
- missing for long periods, with no known home base
- going missing and being found in areas where they have no known links

Please note: Whilst the focus is often on older men as perpetrators, younger men and women may also be involved and staff should be aware of this possibility.

Social Presentation

- change in appearance
- going out dressed in clothing unusual for them (inappropriate for age, borrowing clothing from older young people)

Family and Environmental Factors

- history of physical, sexual, and/or emotional abuse; neglect; domestic violence; parental difficulties

Housing

- pattern of previous street homelessness;
- having keys to premises other than those known about

Income

- possession of large amounts of money with no plausible explanation
- acquisition of expensive clothes, mobile phones or other possessions without plausible explanation
- accounts of social activities with no plausible explanation of the source of necessary funding

This list is not exhaustive.

Appendix 9

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers

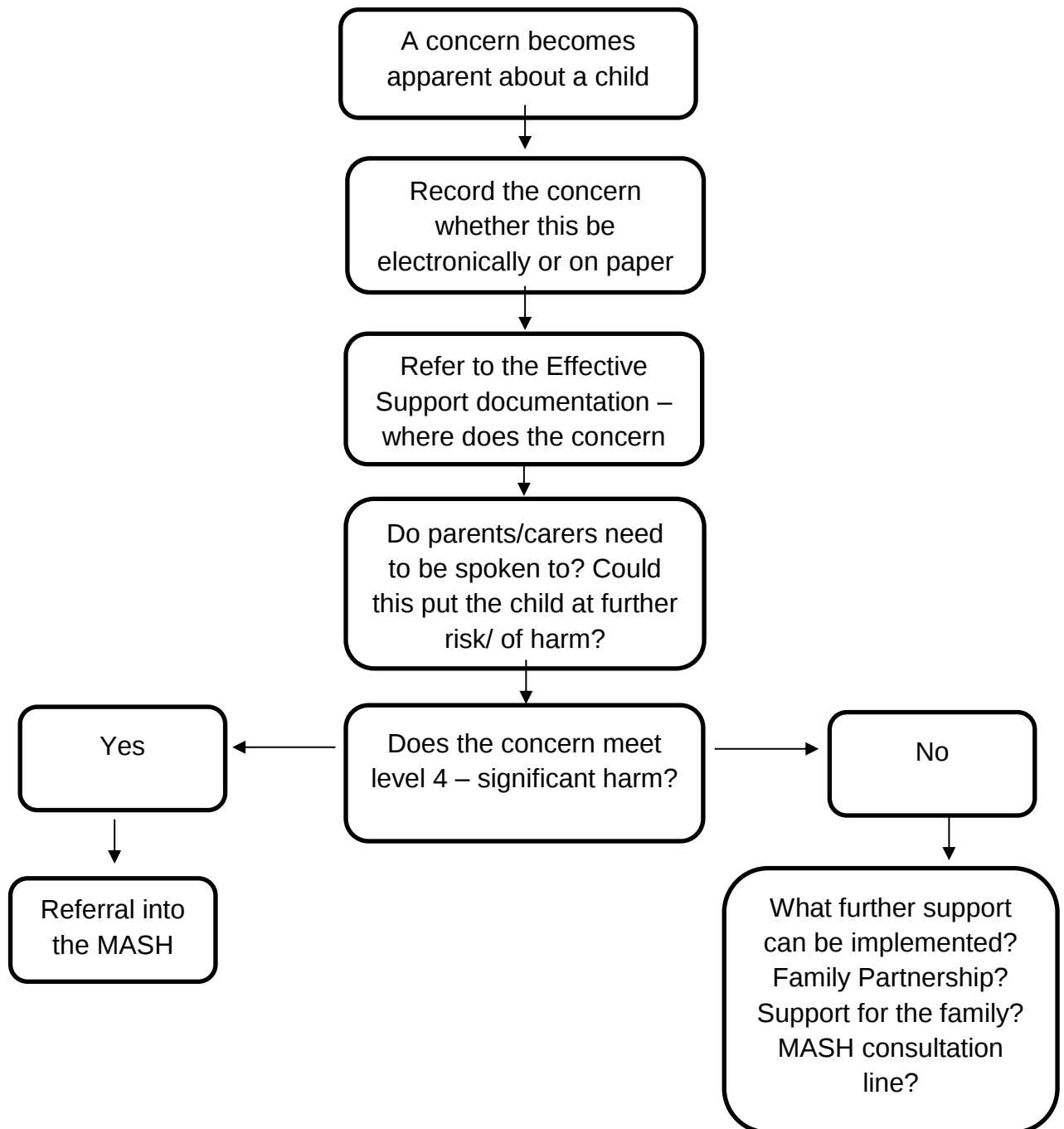
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

This HM Government advice is non-statutory, and has been produced to support practitioners in the decisions they take to share information, which reduces risk of harm to children and young people and promotes their well-being.

This guidance does not deal with arrangements for bulk or pre-agreed sharing of personal information between IT systems or organisations other than to explain their role in effective information governance.

This guidance has been updated to reflect the [General Data Protection Regulation \(GDPR\) and Data Protection Act 2018](#), and it supersedes the [HM Government Information sharing guidance for practitioners and managers](#) published in March 2018. [The information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers 2018](#) is listed for further reference.

Appendix 10 - Model Setting Concern Process



Appendix 11 – Prevent in Education Risk Assessment and Practice Action Plan Template

	YES	NO	Existing Controls	Further Action	Staff responsible	Due Date
Does your safeguarding policy make explicit that the school sees protection from radicalisation and extremist narratives as a safeguarding issue?						
Are the lead preventive responsibilities clearly identified in the policy?						
Prevent Single Point of Contact (SPOC)/ Safeguarding Lead						
Governor Safeguarding Lead						
Does the policy make explicit how PREVENT concerns should be reported within school?						
Prevent and Fundamental British Values considered in curriculum planning?						
Does the school have clear guidance for visitors including faith related visiting speakers?						
Checks for speakers/visitors to the school?						

Checks for premises use by externals?						
Have ALL staff received appropriated training on PREVENT such as WRAP (Workshop to Raise Awareness of PREVENT)?						
Does this include support staff?						
Are there provisions for new staff induction?						
Have governors received a governor PREVENT briefing?						
Do all staff know what to do if they have a PREVENT concern and to whom to report it?						
Does the E-safety policy refer to the requirements of the Prevent guidance?						
Appropriate filtering is in place to ensure that staff and children are unable to access unauthorised or extremist websites online through school systems						

Protocols in place to manage the layout, access and use of any space provided for the purposes of prayer and faith facilities?						
Are staff aware of the RELAY process and how to report concerns linking RELAY and PREVENT?						
Clear guidance on governing the display of materials internally at the school?						
Thinking about an incident of radicalisation and/or extremism - Has the setting considered specific potential areas of risk such as; Processes in place to manage Subject Access Requests/Freedom of Information Requests should they be made?						
The process in place for the management of information should there be media interest or if information requested into the community?						
How will information be shared and with whom?						

Appendix 12 - Operation Encompass

Operation Encompass connects the police with schools to enable that the appropriate support is in place for children who are subject to/witness incidents of domestic abuse. The school environment enabling rapid provision allows for appropriate safeguarding to be put in place against the short, medium and long-term effects of domestic abuse. Following an incident, children may arrive at school distressed, anxious or upset and Operation Encompass ensures that appropriate staff are aware early enough in order to support children in making them feel safe.

Operation Encompass operates in all police forces across England. The process helps to support schools in providing emotional and practice help to children. Where police attend an incident of domestic abuse, whereby children live within the household, a notification will be sent to the child's school the following day to notify the school of the incident. The information provided to the school ensures that the school have up to date information for children who have experienced a domestic abuse incident within the home. Schools can use this information to provide further wellbeing support internally. Should the school feel the information provided to them, provides additional concern to existing concerns or worries, the school as per the local safeguarding procedures must be a referral into the Multi Agency Safeguarding Hub. Operation Encompass does not replace statutory safeguarding procedures.

Operation Encompass Safeguarding Statement:

- Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.
- Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.
- Our parents are fully aware that we are an Operation Encompass school.
- The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.
- The Key Adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.
- We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.
- The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.
- The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

Our Operation Encompass SPoC at the school are: Abubakar Siddek and Mohd. Ali.

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are

worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safelives; domestic abuse and young people](#)
- [Domestic abuse specialist sources for support](#)
- [Home: Operation Encompass](#)

Appendix 13

Private Fostering and Students who are currently or previously looked after

Background

Since the Childrens Act 2004, it has been a legal responsibility for Local Authorities to recognise, monitor and support any child that is being 'privately fostered' or who currently/previously been looked after. Private Fostering is an informal arrangement where a child up to the age of 18 is living with someone not classed as family under the Childrens Act 1989, for a period of 28 days or more. The period of the arrangement could be broken by a brief visit home may still be classed as Private Fostering, so does not need to be 28 days consistently.

It is believed many children are living in these circumstances unrecognised which could lead to abuse or/and neglect. The case of Victoria Climbié, who was brought into the country by a distant relative who went on to abuse and murder her highlights the need for the school and all agencies to identify and act upon concerns regarding Private Fostering and current/previous look after students in an efficient and timely-manner.

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed an appropriately trained teacher, Abubakar Siddek, to take the lead on promoting the educational achievement of looked-after and previously looked-after children.

As part of their role, they will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children

Responsibility of the Private Fosterer

When a child goes through the admissions at Jamiatul Uloom al Islamia, the carer has a responsibility to notify the school if a child is being cared for or was a previous looked after

child. The school will carry out the necessary checks and arrangements being made and will notify the Local Authority of this information through the MASH team (01582 547653).

Appendix 14

Children absent from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveler families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.