



Child Protection Policy

Introduction

Safeguarding is defined as: *protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.* (**Working Together to Safeguard Children**, (DfE, 2018))

This Child Protection Policy forms part of a suite of documents and policies in conjunction with the school's Safeguarding Policy which relate to the safeguarding responsibilities of the whole school staff. This is to inform staff, parents and governors about the school's responsibilities for safeguarding children. This enables everyone to have a clear understanding of how these responsibilities should be carried out.

All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- Child protection policy, which should amongst other things also include the policy and procedures to deal with child-on-child abuse;
- Behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- Staff Code of Conduct document
- Safeguarding response to children who go missing from education; and
- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- Copy of Part One Keeping children safe in education (2022) and Annex B should be read by all staff working directly with children and should be signed to say it has been read and understood.
- Annex A, condensed version of Part one of KCSIE (DfE 2022). It can be provided (instead of Part one) to those staff who do not directly work with children.

Important Contacts

Role/Organisation	Name	Contact Details
Designated Safeguarding Lead (DSL)	Abubakar Siddek	teacher.abu.bakar@jamialuton.org
Deputy DSL	Almas Ali	teacher.abu.bakar@jamialuton.org



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Local authority designated Officer (LADO)	Paul James	paul.james@luton.gov.uk
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

Aims

At Jamiatul Uloom al Islamia, we aim to ensure that all students and staff establish and maintain a culture of safeguarding throughout the school. We will achieve this through the following:

- Establish and embed 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
- Establish and maintain 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
- Ensure children 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
- Ensure 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
- Consider 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
- Staff members working with children being 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**

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of the child. All Staff are properly trained in recognising and reporting safeguarding issues

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2022\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- [Section 157 of The Education Act, 2002](#), which places a duty on governing bodies for non-maintained independent schools to make the necessary arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are students at the school
- 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
- Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies (DfE, 2017)
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [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
- [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
- [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.



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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 girls 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

School staff, volunteers and external visitors

All school and college staff, including supply staff, volunteers and contract workers have a responsibility to provide a safe environment in which children can learn and ensure that we provide a safe space for students who fall under a protected characteristic under the Equalities Act 2010 to speak out and share their concerns.

All staff are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children. To ensure this, all staff will be aware of the following:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and the deputy DSL, the behaviour policy, E-safety policy and the safeguarding response to children who go missing from education
- The early help assessment process (in partnership with Luton's Family Partnership Service) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being



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at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)

- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection

All staff will receive appropriate and regular safeguarding and child protection training, including digital safety, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff members should receive safeguarding and child protection updates (for example via email, e-bulletins through Google Classroom and staff meetings), and provide them with relevant skills and knowledge to safeguard children effectively. Staff who work directly with children are expected to read at least Part 1 of Keeping Children Safe in Education (KCSIE) 2022.

Supply staff, contractors and volunteers will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead (DSL), including The Child Protection Policy and the Staff Code of Conduct. The school will also ensure that staff who don't work directly with children read Part 1 of KCSIE or Annex A of KCSIE (condensed version of Part 1)

Staff who work directly or indirectly with children are also expected to read Annex B of KCSIE to help understand specific safeguarding issues that can happen on both the local and national context. All staff will sign a declaration at the beginning of each academic year to confirm that they have reviewed the guidance from KCSIE.

Digital safety is an important part of safeguarding and child protection. At Jamiatul Uloom al-Islamia, we will endeavour to reinforce the importance of digital safety to all staff. We will also ensure that parents are aware of keeping their child(ren) safe online and what we ask children to do online (e.g. sites they need to visit or who they will be interacting with online).

The Designated Safeguarding Lead (DSL)

Our Designated Safeguarding Lead (Abubakar Siddek), is a member of the Senior Leadership Team and takes lead responsibility for coordinating all safeguarding and child protection activity and duties within the school. During term time the DSL and or a Deputy will always be available during school hours for staff in the school to discuss any safeguarding concerns and



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individual arrangement for out of hours/out of term activities in relation to safeguarding and child protection.

The safeguarding team will provide appropriate training annually and support to staff members to carry out their safeguarding duties and will liaise closely with other services such as the early help hub, children's social care, Health, police etc. The safeguarding team will ensure that all staff and governors are regularly updated on the latest developments and relevant changes to safeguarding and child protection such as through e-bulletins, staff meetings, inductions and CPD. This person has lead responsibility and holds the management oversight for safeguarding and child protection.

The DSL for Child Protection in this school is: **Abubakar Siddek**

The Deputy DSL (DDSL) for Child Protection in this school is: **Almas Ali**

The Safeguarding Governor for Child Protection is: **Mohammed Gulab Miah**

The broad areas of responsibility for the DSL are:

- Managing Child Protection Contact Referrals and cases and taking part in strategy discussions and inter-agency meetings and/or support other staff in doing so
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- 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
- 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/young person, Police where a crime may have been committed and to the Channel programme where there is a radicalisation concern
- Liaise with the Head Teacher to inform him of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child



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Protection Referral by liaising with relevant agencies and contribute to the assessment of children

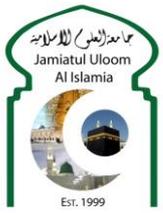
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility
- Ensure they have details of the CLA's 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 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

Training (DfE, 2022)

The DSL and Deputy DSL 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). All staff and governors will receive safeguarding and child protection training annually, with regular updates throughout the year to be kept informed of recent developments and relevant changes.

Training will provide designated safeguarding lead and Deputy DSL 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



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- 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), those with relevant health conditions and young carers
- Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand and support the school or college 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 digital safety 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 or college
- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from digital 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 or college may put in place to protect them

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Raising Awareness: The DSL (or DDSL) should:

- Ensure all staff including part time, contractors, volunteers and supply staff are aware of the school or college's policies, that these are understood and used appropriately
- Work with the governing board to ensure that the school's child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly
- Ensure the safeguarding policy is available publicly and that parents are aware that advice regarding early help and child protection concerns could be sought from the MASH and referrals made using the Child Protection form. Referrals about suspected abuse or neglect may be made without delay and ensuring parents/carers are aware of the school's statutory role regarding safeguarding of children
- Link with the Luton Children's Safeguarding Board (LCSB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with staff and the SLT
- Ensure that when children leave school, that any files for safeguarding and child protection is sent to any new school/college as soon as possible but transferred securely and separately from the main student file. The file should not be sent until the child is physically attending the new school
- Obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child unless the case is currently open and in line with data protection guidelines
- Consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

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Confidentiality

We aim to ensure that parents may share confidential information that will only be used to enhance the welfare of their children. All members of staff working on the school site, all students and visitors involved directly with students are clear about the levels of confidentiality they can offer to the school community and expect for themselves.

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information may take place within the framework of the General Data Protection Regulation 2018 and the Human Rights Act.

We will ensure that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to 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 GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
 - The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care



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- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
 - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
 - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

When to be concerned

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology could be used to facilitate offline abuse. Children could be abused by an adult or adults or by another child or children.

Physical abuse

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

Indicators in a child/young person



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Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Indicators in a child/young person

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school

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Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of 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.

Indicators in a child/ young person

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including 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. Sexual abuse can take place online, and



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technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

Indicators in a child/ young person	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in schoolwork habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	

If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow 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.

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.



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Options will then include:

- Managing any support for the child internally via the school's own pastoral 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 might be in need of services, or suffering/likely to suffer significant harm from abuse or neglect.

Role of 'an appropriate adult'

Under the Police and Criminal Evidence Act 1984 (PACE), police must ensure that an "appropriate adult" is present to provide support whenever they detain in custody or voluntarily interview anyone who:

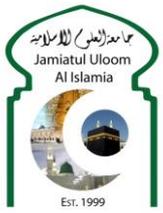
- Is under 18 years old, or
- they have reason to suspect is a "vulnerable" person

For children, this role is usually fulfilled by a parent or family member but it may also be someone provided by the local authority or a professional known to the child. If a child is being detained or interviewed by the Police on the school premises, a member of the SLT/Admin will contact parents/carers to inform them of what is happening and ask them to come into school to be with their child(ren) as the 'appropriate adult'. If the parent/carer cannot be reached or is unavailable, in the best interests of the child(ren) and provide support, the DSL/Deputy DSL/member of the SLT will act as the 'appropriate adult'.

Whether the person is a child and/or vulnerable, the role of the "appropriate adult" is to ensure that the rights, entitlements and welfare needs of the child are met. This is likely to involve:

- Supporting/advising the person when they are asked to provide information, answer questions, etc
- Ensuring the police act properly and fairly
- Helping the person to communicate clearly and be understood (while respecting and supporting their right to silence, if they so wish)
- Helping the person to understand their rights and how to use them

To ensure that the children's welfare and rights are protected, there are important practical ways in which "appropriate adults" can support the child(ren) while being detained or interviewed by the police:



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- Private conversations can be held at any time between the young person and their “appropriate adult”. This can help to provide respite and clarity at key moments
- Ensure that the young person understands what is being asked of them and that they are able to give the answers they mean, even if they cannot word things clearly without support
- Ask police to slow down, stop interrupting, remain seated/avoid intimidation (whether intentional or not) and avoid adding pressure for the young person. Request breaks approximately hourly
- Make comments for the interview recording. For example, if you feel the recording may not capture the “atmosphere” or if you do not believe the person can cope with the interview
- Make representations to the police about how effectively the young person’s physical and mental wellbeing are being supported (temperature, food, drink, clothing, washing facilities, religious observance), as well as whether their rights have been respected (legal representation, translation, etc)
- Talk to the custody officer if you have concerns about the process. They will be a police officer but will not be directly involved in the investigation in question. Their role is to ensure proper application of the law and any relevant procedures across the board, and they can advise you on how the process should be working

Extra Familial and Intra Familial Harm (formerly Contextual Safeguarding)

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSLs and DDSL should be considering the context within which such incidents and/or behaviours occur. This was known as extra familial and intra familial, which simply means 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 are outside of school or within their own home.

A child-centred and co-ordinated approach to safeguarding

Safeguarding and promoting the welfare of children is **everyone’s responsibility**. In order to fulfil this responsibility effectively, each professional should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

Schools and colleges and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for



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families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

Children who may require early help (known as Family Partnership Service)

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.

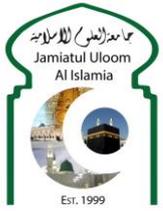
All staff should be aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL any ongoing/escalation of concerns so that consideration can be given to a Child Protection Referral to Children's Services if the child's situation doesn't appear to be improving.

If early help is appropriate, the DSL or a Deputy will generally lead on liaising with other agencies and setting up Early Help Assessment (EHA) as appropriate. 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.

Luton Family Partnership Service is Luton's strategy for early help for families. A directory of early help services is available at https://m.luton.gov.uk/Page/Show/Health_and_social_care/children_and_family_services/Pages/luton-family-partnership-service.aspx which will help practitioners and families find information and support to prevent escalation of needs and crisis.

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

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;



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- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs
- Communication barriers and difficulties.
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/ participation
- Isolation



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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 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 missing 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.

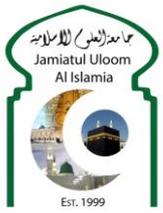
If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

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, taking into account whether:

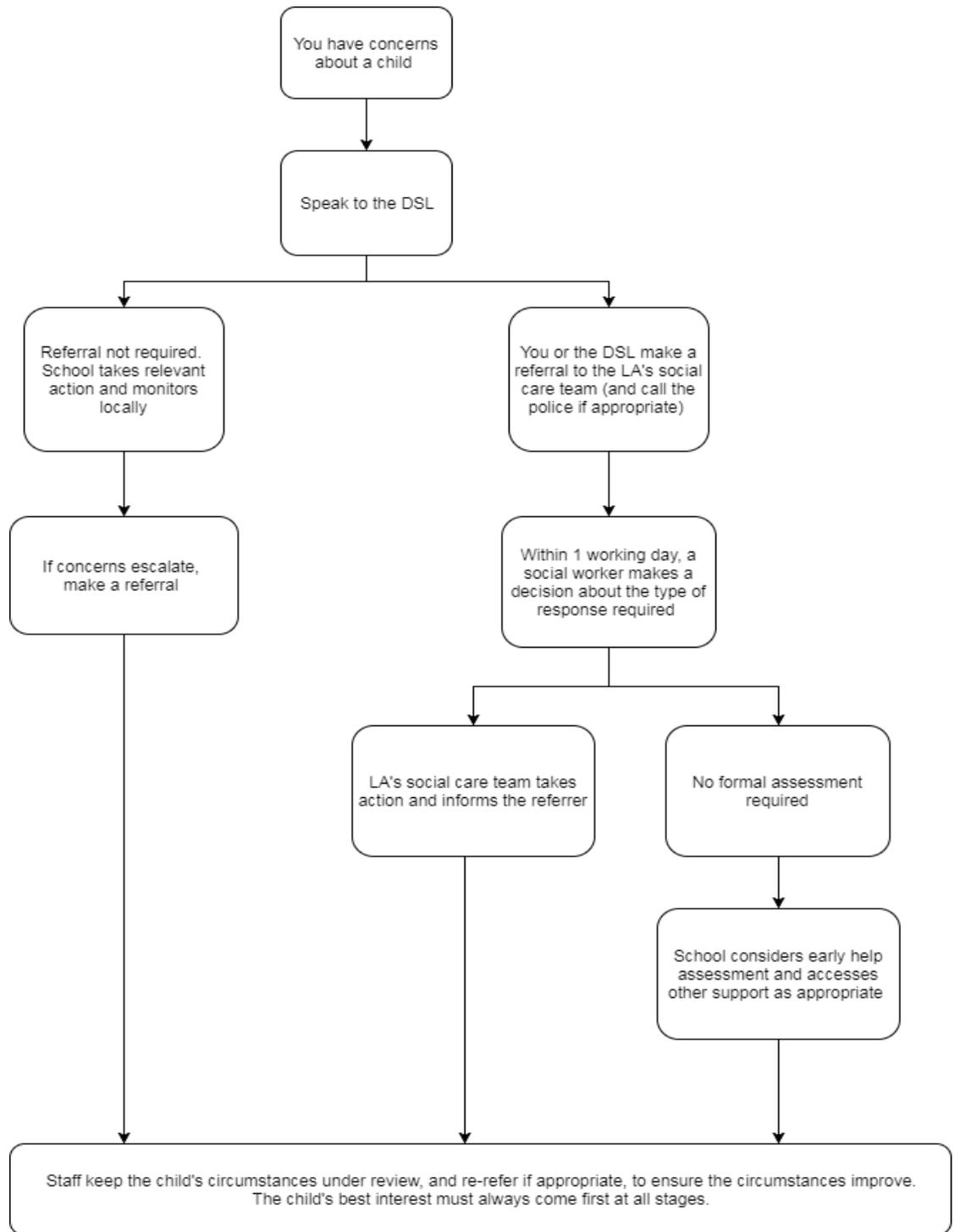
- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation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

The flow chart below sets out the School's procedures about what to do if there are concerns about a child's welfare and whether a referral needs to be made



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Specific Guidance on Child Protection

Child-on-Child abuse

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)



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- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Up-skirting, 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.
- Sexting (also known as sharing nudes or semi-nudes)
- Initiation/hazing type violence and rituals

All staff should be aware that abuse is abuse and child-on-child abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Furthermore, they should recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys' perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously.

Procedures for dealing with allegations of child-on-child abuse

If a student makes an allegation of abuse against another student:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.



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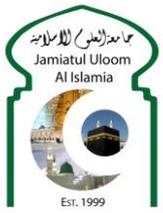
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In order to minimise the risk of child-on-child abuse the school:

- Provides a developmentally appropriate PSHE and RSE curriculum which develops students' understanding of acceptable behaviour and keeping themselves safe, which includes consent and digital safety (E.g. Anti-Bullying/Cyber Bullying Week, digital safety workshops, CSE and CCE assemblies, etc)
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued and taken seriously (Form Tutors, KS3 and KS4 Behavioural and Welfare Leads)
- Ensure victims, perpetrators and any other child affected by child-on-child abuse will be supported (using Form Tutors and KS3 and KS4 Behavioural Leads to provide support and monitoring, creating and reviewing welfare files, parent meetings, etc.)
- Will develop robust risk assessments where appropriate and have relevant policies in place (e.g. behaviour policy, anti-bullying policy)
- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images. This includes supporting children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed (We will also consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment)
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to



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- A friend may make a report
- A member of staff may overhear a conversation
- A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

Where there is an allegation or concern that a child has abused others, 'Voice and Lived experience of Children and Young People Guidance for Practitioners' guidance from the LCSB should be used:

https://bedfordscb.proceduresonline.com/files/voice_of_child.pdf

Staff should also refer to Part five of KCSIE (DfE 2022) – '**Child on child sexual violence and sexual harassment**':

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

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions

Also refer to LCSB's the characteristics of young peoples' vulnerability to CSE and CCE: https://bedfordscb.proceduresonline.com/p_ch_criminal_exp.html and https://bedfordscb.proceduresonline.com/p_safeg_ch_young.html



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

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

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex B KCSIE DfE 2022 and in Appendix 3 of this Policy.

Mental Health

All staff 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. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by following the procedures in this policy and speaking to the schools DSL. If a member of staff or a child have a mental health concern that is **not** also a safeguarding concern, speak to the DSL or the Welfare Lead to agree a course of action



Prevent: Safeguarding Children and Young People from Radicalisation

Children can be vulnerable to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation must be part of all school and college safeguarding approaches.

The schools is subject to the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism." KCSIE (DfE 2022).

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children's behaviour, which could indicate that they may be in need of Prevent support. They must act proportionately to the concern using the Prevent 'notice, check, share' approach, which may lead to the DSL making a Prevent referral.

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 Department for Education also has a dedicated telephone helpline, 0207 340 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

The LCSB's guidance on Prevent is featured on the following:

https://bedfordscb.proceduresonline.com/p_sg_radical_prevent.html which outlines the specific duties in Luton. This guidance also features advice on making a Prevent referral.

Domestic Abuse

Domestic abuse is classified as any singular incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse of any age who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members or themselves.

The LCSB's guidance on Domestic Abuse is featured on the following:

https://bedfordscb.proceduresonline.com/files/sg_ch_dom_abuse.docx

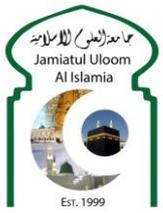
which outlines the specific duties in Luton. Further guidance on the Operation Encompass is found in Appendix 2 of this Policy.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

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:



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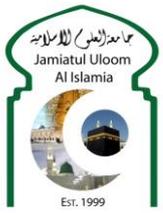
- A child may appear anxious, depressed and emotionally withdrawn with low self-esteem; a child may have mental health disorders and display behaviours such as self-harming, self-
- Cutting or anorexia;
- Sometimes a child may come to the attention of the police having been discovered shoplifting or 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.



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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, DfE, 2022).

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.

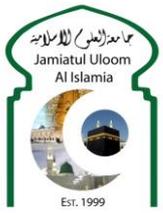
Any member of staff who suspects a student is *at risk* of FGM or suspects that FGM has been carried out or discovers that a student **aged 18 or over** appears to have been a victim of FGM should speak to the DSL and follow our local safeguarding procedures.

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.

You 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)



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- 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

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.

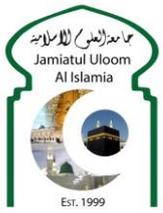
Initial review meeting

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 or carers of the students involved (in most cases parents/carers 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)



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- 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/carers

The DSL will inform parents/carers 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



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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.

Digital Safety and the use of Mobile Technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

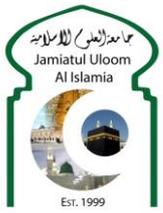
To address this, our school aims to:

- Have robust processes in place to ensure the digital 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 – this includes a ban on students bringing in and using smartphones in school
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to digital safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism



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- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and reduce the risks above we will:

- Educate students about digital 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 are a witness rather than a victim
 - Make it clear that students cannot bring in or use smartphones into the school premises; if they are caught using a smartphone it will be confiscated and not be returned for at least a whole term. If parents wish their child to have a mobile phone on them for emergencies or out-of-school, they are permitted to bring a basic mobile phone (i.e. brick phone, etc) into the school and **MUST** be handed in to the school office at the start of the school day. It will be kept under secure storage and will be returned at the end of the school day
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about digital 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 digital 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:

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- 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 ICT 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 staff 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 digital safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

This section summarises our approach to digital safety and mobile phone use. For comprehensive details about our school's policy on digital safety and the use of mobile phones, please refer to our E-safety policy.

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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', reassure 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



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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 Headteacher. 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 Headteacher for storage in his filing cabinet. The file should only be available to the Headteacher, 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 Headteacher.
- 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)

Procedures for dealing with Child Protection concerns

If any member of staff is concerned about a child, he must inform the DSL. 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.

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 (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 **teacher** (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 2022) pg. 131-132.

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.

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, 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



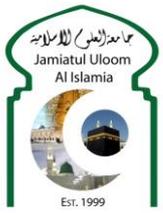
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behaviour that may affect student welfare. If necessary, training will be arranged.

All staff working at Jamiatul Uloom al Islamia will conduct the following procedures for dealing with a disclosure of a child:

1. A child may directly inform a member of staff/volunteer, or talk to another child who speaks to a member of staff/volunteer, or the child's behaviour may lead to suspicion, or the member of staff/volunteer, may become aware of a problem in some way other.
2. Any type of concern should be reported to the Child Protection Officer without delay.
3. Staff and volunteers will never promise a child that a matter will be treated as confidential. They will explain that the Child Protection Officer needs to be informed, so that help can be sought.
4. If a child begins to speak of an abusive incident, they should be listened to carefully and with compassion and belief, but should not be asked any leading questions, or cross-examined in any way.
5. If the child is injured, medical attention must be sought without delay.
6. Anything the child says must be recorded in writing and given to the Child Protection Officer without delay.
7. Keep a careful watch on the child.
8. Keep an accurate record of what you have noticed, what has happened and what you have done.
9. It is not your job, nor is it appropriate, to investigate the matter. It will be the duty of the person who is responsible for child protection in the establishment to gather enough information to contact the social services department.
10. Do not speak with anyone about whom allegations are made, even if the allegations are about a fellow colleague or another adult; this is the responsibility of the designated child protection person to organise.
11. If there are any circumstances in which you feel that you cannot refer to the designated person for child protection, you



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have the right as a citizen to contact the social services department yourself.

12. The DSL for Child Protection will immediately inform the Headteacher of any allegations or suspicions that a student is being harmed or neglected in any way.
13. If the matter is one of suspicion, the Child Protection Officer will contact the social services for guidance as soon as possible.
14. If there is a direct allegation, the Child Protection Officer will contact the social services department duty officer immediately.
15. If the allegation is about a third party, Jamiatul Uloom Al Islamia will take advice from the social services and then the child protection officer or the Headteacher will contact the parents/carers.
16. The child will be given reassurance, support and as much information as possible about what will happen next.
17. Once the matter has been referred to the duty officer, the DSL for Child Protection will pass on all information and will continue to liaise with social services, to give and receive information.
18. Once the matter has been referred to the duty officer, the Child Protection Officer will pass on all information and will continue to liaise with social services, to give and receive information.
19. The school will co-operate in any enquiry/investigation, offering support to the child and family as required.

Further guidance on actions for staff if they have concerns about a child is found in Appendix 1 of this Policy.



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Procedures for concerns about another member of staff who may pose a risk of harm to children allegations against a professional

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way 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 took place. 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.

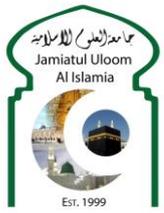
- If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, this is to be referred to the Headteacher, principal, proprietor of an independent school.
- Where the Headteacher or principal is the subject of an allegation, the chair of governors, or the chair of the management committee or proprietor of an independent school (the case manager), should discuss the allegation immediately with the Local Authority Designated Officer(s) (LADO).

Staff may consider discussing any concerns with the designated senior lead (DSL) for safeguarding and if appropriate make any referral via them.

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



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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**)

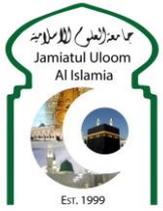
If the allegation meets any of the four criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

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 Child Protection Officer 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 Child Protection Officer 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.



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6. If any allegations are towards the Headteacher or Child Protection Officer, 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, carers, 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.

“Low-Level” Concerns

Where the School has 'low-level' concerns that do not amount to allegations or suspicions of specific abuse, but which may indicate the possibility of abuse occurring, Designated Safeguarding Lead should discuss these with the relevant people. Low-level concerns could also include 'inappropriate' interactions with students and staff. These might have taken place socially out of school or through social media sites.

There may be times when staff, in the course of their duty, use physical intervention to restrain children, either to stop them from harming themselves or others. Should this occur the Headteacher (or in their absence of the Designated Safeguarding Lead for Child Protection) will make a record of the incident, in case the action is later questioned.

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



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Safeguarding Incident/Concern Form and submit it to the DSL or 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.



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Communication with parents

Jamiatul Uloom al Islamia will ensure the Safeguarding Policy is available publicly either via the school or college website or by other means.

Parents should be informed prior to a Child Protection Referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed.
- Leading to an unreasonable delay.
- Leading to the risk of loss of evidential material.

(The school may also consider not informing parent(s) where this would place a member of staff at risk).

The school will endeavour to ensure that parents understand the responsibilities placed on the school staff for safeguarding children.

Where reasonably possible schools and colleges should hold more than one emergency contact number for each student and student. (KCSIE (DfE 2022) pg. 26).

Further guidance around information sharing can be located within; **Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers** (DfE, 2018);

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

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



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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).

Reviewed: September 2022

Next review: July 2023

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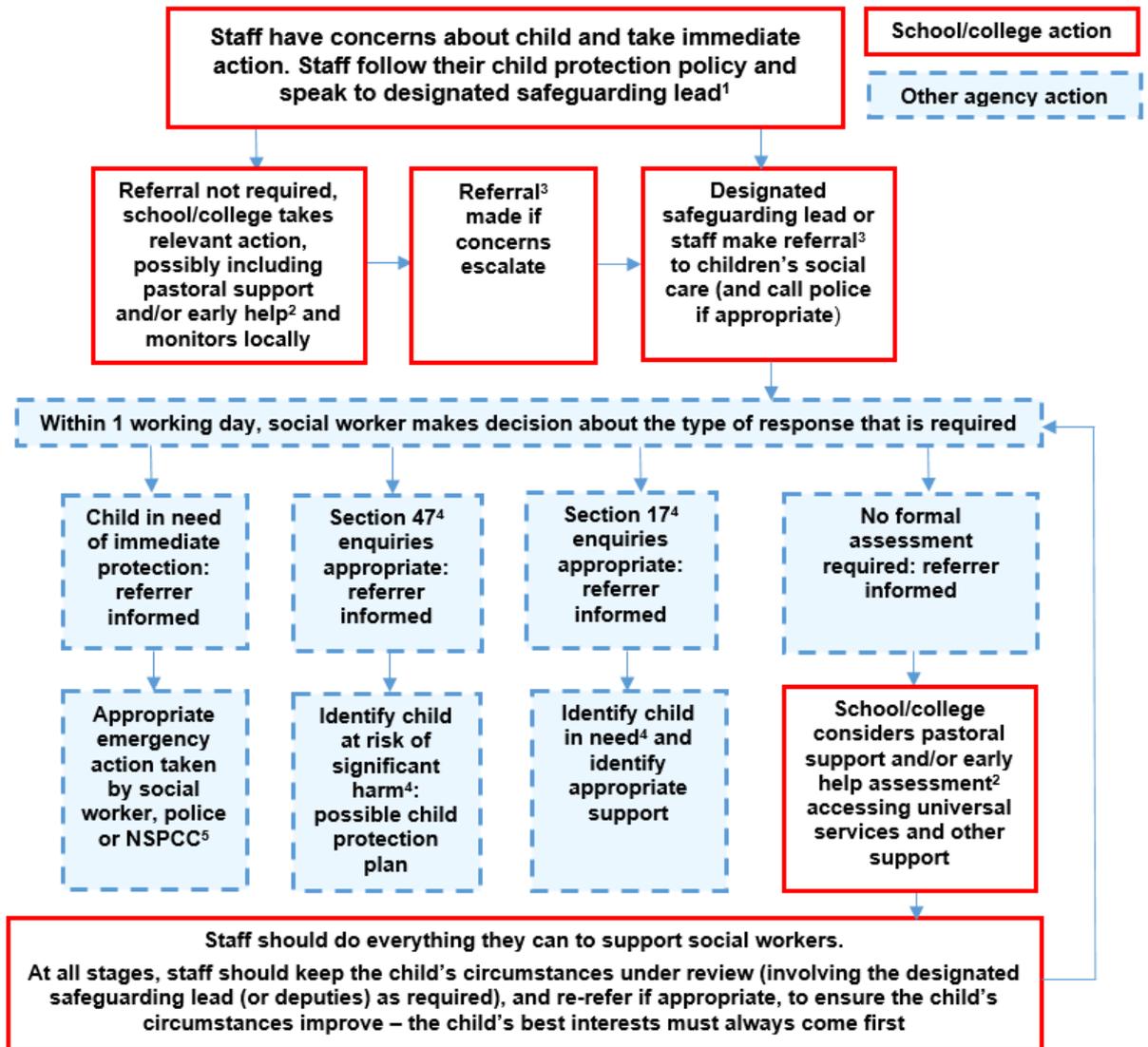
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Appendices

Appendix 1: Actions where there are concerns about a child flowchart



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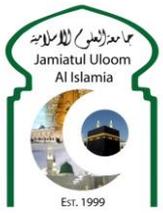


Appendix 2: Information sharing from Police regarding domestic abuse notifications

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 Almas Ali.



Appendix 3: Sexual violence and sexual harassment between children in schools and colleges guidance

This is advice provided by the Department for Education (the department). Its focus is child on child sexual violence and sexual harassment at schools and colleges. The advice covers children of all ages, from primary through to secondary stage and into colleges and online. For the purposes of this advice, a child is anyone under the age of 18. Whilst the focus of the advice is on protecting and supporting children, schools and colleges should of course protect any adult students and engage with adult social care, support services and the police as required.

The advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred.

The advice highlights best practice and cross-references other advice, statutory guidance and the legal framework.

It is for individual schools and colleges to develop their own policies and procedures. It is important that policies and procedures are developed in line with their legal obligations, including the Human Rights Act 1998 and the Equality Act 2010, especially the Public Sector Equality Duty, and their local multi-agency safeguarding arrangements. It is important that schools and colleges consider how to reflect sexual violence and sexual harassment in their whole school or college approach to safeguarding and in their child protection policy.

On publication of this Child Protection Policy, September 2022, further guidance is found in the following hyperlink:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2022.pdf



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Appendix 4: Children missing 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 Traveller 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.