

SAFEGUARDING POLICY

Reviewed: Sep 2019 | Next review: Sep 2020

Approved by: F Wadee



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Key Staff

Designated Safeguarding Lead (DSL) (also designated teacher responsible for the educational achievement of looked after children and prevent lead)	Huzayfa Wadee
Deputy Designated Safeguarding Lead	Anayath Chowdhury
Principal	Huzayfa Wadee
Proprietor	Fazl Wadee

External Contacts

Local Authority Designated Officer (LADO): Tim Booth	Tel: 01772 536694
Police (Child Protection):	Tel: 101 (999 in an emergency)
Safeguarding Partners' website:	lancashiresafeguarding.org.uk
Children's Social Care Team:	Tel: 030 0123 6720 (8am to 8pm) or out of hours 0300 123 6722
NSPCC 24-hour help line:	Tel: 0808 800 5000
NSPCC Whistleblowing Advice Line:	Tel: 0800 0280285 (8am-8pm, Monday to Friday) Email: help@nspcc.org.uk

1. Purpose

- 1.1 Abrar Academy's Child Protection Policy provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues across all areas of the school, and the action which must be taken if there are concerns about the safety or well-being of any child. This policy also makes explicit Abrar Academy's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals are handled sensitively, professionally and in ways which support the needs of the child.
- 1.2 There are three main elements to our Child Protection Policy:
- **PREVENTION** by creating a positive school ethos, teaching and providing pastoral support to students.
 - **PROTECTION** by following agreed procedures; ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
 - **SUPPORT** to students and Abrar staff and to children who may have been abused or who may have been involved in ensuring the well-being of the victim.
- 1.3. This policy applies to:
- All members of Abrar Academy's community (trustees, teachers, administration staff, catering staff, and all other assistants).
 - To all adults from outside the Abrar who have close contact with pupils (mentors, careers offices, EWOs, support teachers and the social service department).
- 1.4. All new staff will be fully inducted so that they are able to contribute towards safeguarding and promoting the welfare of young people. This includes ensuring new staff are:
- aware of the school's policies and procedures for promoting the wellbeing of young people
 - provided with adequate training on safeguarding issues; and
 - introduced to the Designated Senior Lead and deputy who have responsibility for safeguarding

2. Introduction to Abrar Academy

- 2.1. Establishment purpose: Abrar Academy was established to provide an opportunity to study the traditional Islamic sciences concurrently with secondary and further education in a safe, secure and happy environment.

- 2.2. In line with the Prophetic saying, "Seeking knowledge is incumbent upon every Muslim", Abrar aims to encourage each student to discover their full potential and to develop it within an Islamic framework. Abrar has high expectations of its students, not only academically but also Islamically in standards of behaviour, appearance and courtesy both inside and outside the Abrar.

As an Islamic institution, the spirit of Islam should be at the heart of all aspects of Abrar life. The Islamic elements cannot be separated from other elements. They should encompass all aspects of the curriculum. The teacher/student relationship is important and should be based upon respect and trust. The relations of teachers to each other and of students to their peers are equally crucial. Abrar Academy recognises the contribution it can make to protect children and support students in Abrar.

- 2.3. Mission statement: Abrar Academy is dedicated to welcoming students into an Islamic environment which is safe, vibrant, and enriching. We aspire to cultivate a strong sense of spirituality, morality and scholarship within our students, inspiring our learners of today to graduate as the able, confident citizens and outstanding role models of tomorrow.

2.4 In line with its moral and legal duty to comply with the correct safeguarding legislation, Abrar has systems in place which are designed to:

- to prevent unsuitable people working with, or coming into contact with students within school;
- to identify students who may be susceptible to messages of violence and radicalisation and take appropriate action to ensure early intervention challenges extreme ideologies and diverts young people from the risk they face before illegality occurs;
- to promote safe practice and challenge poor or unsafe practice;
- to contribute to effective partnership working between all those involved with providing services for students;
- to give clear guidance to all staff with procedures to follow if a child discloses abuse or a member of staff suspect's abuse through this policy;
- to integrate a child protection curriculum into the existing curriculum allowing continuity and progression through all stages of education;
- to operate this policy in line with the stated values of Abrar Academy.

Abrar aims:

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

3. Statutory framework

- 3.1. In order to safeguard and promote the welfare of children, Abrar will act in accordance with the following legislation and guidance:

- Department for Education (DfE) guidance "Keeping Children Safe in Education" 2019
- DfE guidance "Working Together to Safeguard Children" issued in 2018;
- DfE guidance "What to Do If You're Worried A Child Is Being Abused" issued in 2015;
- DfE guidance "Disqualification Under the Childcare Act 2006" issued in 2015;
- Home Office guidance "Prevent Duty Guidance in England and Wales" issued in 2015 and the associated "The prevent duty: for schools and childcare providers" subsequently issued by DfE in 2015;
- Home Office guidance "Channel: Protecting Vulnerable People from Being Drawn into Terrorism" issued in 2015 and "Channel: Vulnerability Assessment Framework" issued in 2012.

- The document 'Keeping Children Safe in Education' – DfE, September 2019) must be read in conjunction with this policy and should be kept as an appendix to this policy.
- Annex A of 'Keeping Children Safe in Education' – DfE, September 2018' contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex

4. Terminology

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes (Keeping Children Safe in Education, DfE, 2019).

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

Child in Need refers to a child that is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority (Children Act 1989).

Early help means providing support as soon as a problem emerges at any point in a child's life. It relates to those children and young people at risk of harm (but who have not yet reached the "significant harm" threshold and for whom a preventative service would reduce the likelihood of that risk or harm escalating). Early help requires a collaborative approach from all agencies, including schools, with the active involvement of children, young people, families and carers.

Radicalisation refers to the process by which a person comes to support terrorism extremist ideologies associated with terrorist groups (Revised Prevent Duty Guidance for England and Wales).

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas (Prevent Strategy, Home Office, 2011).

Non-violent extremism is extremism, as defined above, which is not accompanied by violence (Prevent Duty Guidance, Home Office, 2015).

The current UK definition of '**terrorism**' is given in the Terrorism Act 2000 (TACT 2000). In summary, this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause (Prevent Duty Guidance, Home Office, 2015).

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

Female Genital Mutilation (FGM) is a procedure involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse (Keeping Children Safe in Education, DfE, 2019).

Upskirting refers to the act of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks (with or without clothing). Despite the name, anyone (including both students and teachers), and any gender, can be a victim of upskirting.

The term '**allegation**' means where it is alleged that a person who works with children has behaved in a way that has harmed a child, or may have harmed a child, possibly committed a criminal offence against or related to a child or, behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This would also include, for example, those who are not directly employed by the school or setting, e.g. local authority staff, governors, or trustees.

Child/children refers to children and young people under the age of 18 years. However, the principles of the document apply to professional behaviours towards all students, including those over the age of 18 years. 'Child' should therefore be read to mean any student at the education establishment.

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

5. The Abrar commitment

5.1. Abrar Academy recognises that high self-esteem, confidence, peer support, and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering abuse.

5.2. Abrar Academy will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to. Staff members are aware that children should not be ignored and as part of the Deeni Ethos ensure that students are supported in developing their personality. Students at Abrar Academy also have access to Independent Listeners, Child Care Line and Comments/suggestions/complaints box.
- Ensure that children know that there are adults in the Abrar who they can approach if they are worried or are in difficulty. Students are encouraged to approach adults with their concerns. Assemblies on return from Holidays remind students that their concerns are important and that they should approach a member of staff if they are worried or in difficulty.
- Ensure pupils are aware of the Safeguarding (Child Protection) Policy and the Designated Safeguarding Lead and deputy.
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse. The curriculum includes subjects such as PSHE and Islamic Studies to raise student's awareness and to build confidence so the students have a range of contacts and strategies to ensure their own protection and to understand the importance of protecting others. The curriculum will also promote the spiritual, moral, cultural, mental and physical development of young people.
- Include in the curriculum material that which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Ensure it has appropriate online filters and monitoring systems in place.
- Develop and deliver a curriculum to safeguard children online, including information on the ways in which social media is used to radicalise young people.
- Implement systems to ensure children are safe from terrorist and extremist material when accessing the internet in school, including establishing appropriate levels of filtering.
- Embed the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs in the curriculum and all activities in and out of school.
- Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Make arrangements for consulting with and listening to pupils through the Student Council, displays and suggestion boxes to ensure children and young people have safe spaces to discuss sensitive topics including terrorism and extremist ideologies.

6. Role of the Designated Senior Lead

6.1. The Designated Safeguarding Lead will take lead responsibility for safeguarding and child protection (including online safety). All safeguarding concerns, suspicions and disclosures are reported to Abrar's Designated Senior Lead for Safeguarding and Child Protection. The Designated Safeguarding Lead (and deputy) will be the most appropriate person to advise on the response to safeguarding concerns as they are most likely to have a complete safeguarding picture.

6.2. Manage referrals

The DSL will:

- refer cases of suspected abuse to the local authority children's social care as required.
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required

- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the Police as required
- ensure that all allegations against teachers and other adults working within Abrar community are referred to the principal

6.3. **Work with others**

The DSL will:

- act as a point of contact with the three safeguarding partners (the local authority, a clinical commissioning group and the chief officer of police as stated in Working Together to Safeguard Children 2018)
- liaise with the principal to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

6.4. **Training**

The DSL (and deputy) will

- undergo training to provide them with the knowledge and skills required to carry out the role. This training is to be updated at least every two years.
- The Designated Safeguarding Lead should undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills should be refreshed (via e-bulletins, meeting other Designated Safeguarding Leads, and taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
 - understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
 - have a working knowledge of how local authorities 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;
 - ensure each member of staff has access to and understands Abrar's child protection policy and procedures, especially new and part time staff;
 - are alert to the specific needs of children in need, those with special educational needs and young carers;
 - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
 - understand the importance of information sharing, both within Abrar and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
 - are able to keep detailed, accurate, secure written records of concerns and referrals;
 - understand and support Abrar with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
 - are able to understand the unique risks associated with online safety and 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 SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and 87 Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures Abrar may put in place to protect them.

6.5. **Raise Awareness**

The DSL will:

- Make himself (and any deputies) known to all members of school staff including boarders e.g. monitors responsible for certain duties and ensure that they have had training in child protection relevant to their needs and that they are able to identify and report concerns.
- ensure Abrar's child protection policies are known, understood and used appropriately;
- ensure Abrar's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of Abrar in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements.
- ensure that the curriculum offers opportunities for raising students' awareness and developing strategies in areas such as safe environment, protective behaviour, personal safety, bullying, racial awareness and internet safety. Also, to include child protection issues within sex education (taught in science and PSHE).

6.6. **Child protection file**

6.7. Where children leave Abrar, the Designated Safeguarding Lead will ensure the child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

6.8. In addition to the child protection file, if appropriate, the Designated Safeguarding Lead will 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

Availability

6.9. During term time the Designated Safeguarding Lead (or a deputy) will always be available (during school hours) for staff in Abrar to discuss any safeguarding concerns. Abrar and the DSL will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

7. **Role of the Proprietor**

The Proprietor will ensure:

7.1. Abrar complies with their duties under legislation.

7.2. All staff have read at least part one of Keeping children safe in education 2018,

7.3. Abrar contributes to multi and interagency working in line with Working Together to Safeguard

Children 2018. This includes early help, child in need and child protection assessments.

- 7.4. There is a child protection policy and procedures which are reviewed and updated annually and made available to parents (available on Abrar's website).
- 7.5. There are procedures for dealing with allegations of abuse made against members of staff including allegations made against the principal.
- 7.6. Policies are disseminated, followed and understood by staff;
- 7.7. They appoint a member of staff from the senior leadership team for the role of Designated Safeguarding Lead (DSL).
- 7.8. They consider how children may be taught about safeguarding (including online) through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- 7.9. There are written recruitment and selection procedures that include the requirement for appropriate pre-employment checks and at least one person on any appointment panel has undertaken safer recruitment training.
- 7.10. There are procedures in place to handle allegations of abuse of children against other children.
- 7.11. There are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future.

8. Role of the Principal

- 8.1. Ensure that the Safeguarding (Child Protection) Policy and procedures are implemented and followed by all staff.
- 8.2. Ensure all staff receive induction training, regular updates on child protection issues and annual safeguarding training on child protection issues.
- 8.3. Will liaise with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer.
- 8.4. Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.
- 8.5. Ensure that pupils' safety and welfare is addressed through the curriculum.
- 8.6. Ensure appropriate arrangements are in place to ensure staff fulfil their statutory duty to report to the police any discovery that Female Genital Mutilation appears to have been carried out on a girl under 18.
- 8.7. Ensure Abrar has arrangements in place to fulfil its duty to have "due regard to the need to prevent people from being drawn into terrorism".
- 8.8. Ensure Abrar has arrangements in place to monitor and respond to children who go missing from education.
- 8.9. Provide a signed annual report to the Proprietor

9. Role of staff

- 9.1. Abuse of children in attendance at Abrar Academy is most likely to be first noticed by teaching staff. Teachers bring a number of particular advantages to the recognition of child abuse, such as:
 - They have regular and frequent opportunities to observe children, including opportunities to observe changes in their behaviour;
 - They have an ongoing relationship with children, who may confide in them about difficulties that they are experiencing;
 - They have knowledge of the wide range of behaviour likely to be seen in children of a particular age;
 - They have opportunities to observe the response of a group of children to particular situations. They will, therefore, be sensitive to surprising or unusual responses.
- 9.2. All staff have a responsibility to provide a safe environment in which children can learn.
- 9.3. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment.

If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving or is getting worse.

- 9.4. Any staff member who has a concern about a child's welfare should follow the referral processes. Staff should expect to support social workers and other agencies following any referral.
- 9.5. All staff have a responsibility to identify children who may be in need of extra help, who are suffering, or are likely to suffer, significant harm or who express extremist ideologies and are thus vulnerable to radicalisation and to take appropriate action, working with other services as needed.
- 9.6. All staff are expected to:
 - ensure knowledge of the DSL, the deputy and the Proprietor;
 - be familiar with, and implement, safe working practices outlined in this policy (see **Appendix 1**) and other school procedures;
 - be familiar with and alert to the key indicators of abuse and vulnerability to radicalisation;
 - ensure that they take all reasonable steps to minimise the risk of harm to young people at the Abrar;
 - ensure they take all reasonable steps to challenge extremist ideologies;
 - contribute to a supportive culture where young people are able to report concerns;
 - be aware of their local early help process and understand their role in it;
 - be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments;
 - know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child;
 - complete the relevant documentation for referral to the DSL whether this is following a disclosure from a student or registering a concern;
 - report any abuse, suspected abuse or concerns regarding extremism/radicalisation to the Designated Senior Lead or deputy immediately and where required support social workers to take decisions about individual children;
 - report any concerns regarding the behaviour of an adult working in Abrar to the Principal; and if the concern is regarding the Principal, then report this to the Proprietor
 - undertake regular safeguarding and child protection training;
 - promote the fundamental British values, including democracy, the rule of law, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs.

Abrar Staff (Non-Teaching/Ancillary)

- 9.7. As with teaching staff, non-teaching staff have a responsibility to observe and report any suspicions or evidence of abuse or non-accidental injury. All non-teaching/ancillary staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the DSL. Beyond the initial reporting of suspected child abuse, non-teaching/ancillary staff have a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.

10. Safeguarding information for parents

- 10.1. Abrar will ensure the Safeguarding (Child Protection) Policy is available publicly via Abrar's website and parents are aware of the fact that referrals about suspected abuse or neglect and vulnerability to

radicalisation may be made and the role of Abrar in this.

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

11. Recognising abuse

- 11.1. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. They should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

- 11.2. Abuse is 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 may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

- 11.3. **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.

Possible signs of physical abuse include:

- any injuries not consistent with the explanation given for them;
- injuries which occur to the body in places which are not normally exposed to falls or rough games;
- injuries which have not received medical attention;
- reluctance to change for, or participate in, games;
- bruises, bites, burns and fractures, for example, which do not have an accidental explanation;
- the child gives inconsistent accounts for the cause of injuries.

- 11.4. **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 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.

Possible signs of emotional abuse include:

- depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy;
- obsessions or phobias;
- sudden underachievement or lack of concentration;
- seeking adult attention and not mixing well with other children;
- sleep or speech disorders;
- negative statements about self;
- highly aggressive or cruel to others;
- extreme shyness or passivity;

- running away, stealing and lying.

11.5. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative 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 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. Possible signs of sexual abuse include:

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

11.6. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Possible signs of neglect include:

- dirty skin, body smells, unwashed, uncombed hair and untreated lice;
- clothing that is dirty, too big or small, or inappropriate for weather conditions;
- frequently left unsupervised or alone;
- frequent diarrhoea;
- frequent tiredness;
- untreated illnesses, infected cuts or physical complaints which the carer does not respond to;
- frequently hungry;
- overeating junk food.

11.7. Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

11.8. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should speak to the Designated Safeguarding Lead (or deputy).

11.9. Departmental advice 'What to do if you are worried a child is being abused- Advice for practitioners' (March 2015) provides more information on understanding and identifying abuse and neglect. The NSPCC website (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>) also provides useful additional information on types of abuse and what to look out for.

12. Guidance on specific types of abuse

Child sexual exploitation

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

Child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- 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;
- is typified by some form of power imbalance in favour of those perpetrating the abuse. 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; and
- involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

Some of the following signs may be indicators of child sexual exploitation:

- acquisition of money, clothes, mobile phones etc without plausible explanation;
- gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school;
- leaving home/care without explanation and persistently going missing or returning late;
- excessive receipt of texts/phone calls;
- returning home under the influence of drugs/alcohol;
- inappropriate sexualised behaviour for age/sexually transmitted infections;
- evidence of/suspicions of physical or sexual assault;
- relationships with controlling or significantly older individuals or groups
- multiple callers (unknown adults or peers);
- frequenting areas known for sex work;
- concerning use of internet or other social media;
- increasing secretiveness around behaviours; and
- self-harm or significant changes in emotional well-being.

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

All responses will pay regard to the DfE advice 'Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation'.

Child criminal exploitation: serious violence/county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of serious violence and county lines criminal activity: drug networks or gangs groom and exploit children and young

people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in serious violence/county lines are missing episodes in education, a change in friendships or relationships with older individuals or groups, significant decline in performance, signs of self-harm or significant change in wellbeing, signs of assault or unexplained injuries. Unexplained gifts or new possessions are also indicators of children being involved with individuals associated with criminal networks or gangs.

When the victim may have been trafficked for the purpose of transporting drugs, like other forms of abuse and exploitation, county lines exploitation can affect:

- any child or young person (male or female) under the age of 18 years, even if the activity appears consensual. The perpetrators may well be part of a group; single/mixed sexed;
- any vulnerable adult over the age of 18 years.

County Lines is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources (Keeping Children Safe in Education, DfE 2019).

Child abuse linked to faith or belief

Faith abuse is the belief in concepts of witchcraft and spirit possession, demons or the devil acting through children.

In working to identify to identify such child abuse it is important to remember every child is different. Some children may display a combination of indicators of abuse whilst others will attempt to conceal them. There are a range of common features across identified cases. These indicators of abuse, which may also be common features in other kinds of abuse, include:

- a child's body showing signs or marks, such as bruises or burns, from physical abuse;
- a child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children;
- a child's personal care deteriorating, for example through a loss of weight, being hungry, turning up to school without food or lunch money, or being unkempt with dirty clothes and even faeces smeared on to them;
- it may be directly evident that the child's parent or carer does not show concern for or have a close bond with the child;
- a child's attendance at school becoming irregular or the child being taken out of school altogether without another school place having been organised, or a deterioration in a child's performance at school;
- a child reporting that they are or have been accused of being 'evil', and/or that they are having the 'devil beaten out of them'.

All staff should be alert to the indicators above and should be able to identify children at risk of this type of abuse and intervene to prevent it.

Fabricated illness

Fabricated or induced illness (FII) is a form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. FII is also known as "Munchausen's syndrome by proxy" (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).

FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness. Behaviours in FII include a parent or other carer who:

- persuades healthcare professionals that their child is ill when they are perfectly healthy;
- exaggerates or lies about their child's symptoms;
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes;
- deliberately induces symptoms of illness – for example, by poisoning her/his child with unnecessary medication or other substances.

'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 so-called HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV, they should speak to the Designated Safeguarding Lead (or deputy). As appropriate, they will 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, 2019).

Female genital mutilation

Female genital mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Signs FGM may be imminent include:

- it may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin;
- a professional may hear reference to FGM in conversation, for example a girl may tell other children about it;
- a girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman';
- girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk;
- parents seeking to withdraw their children from learning about FGM. 78.

There are a number of indications that a girl or woman has already been subjected to FGM:

- a girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable;
- a girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating;
- a girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems;
- a girl or woman may have frequent urinary, menstrual or stomach problems;
- there may be prolonged or repeated absences from school or college;
- a prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
- a girl or woman may be particularly reluctant to undergo normal medical examinations;
- a girl or woman may confide in a professional;
- a girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear;
- a girl may talk about pain or discomfort between her legs.

Where staff have a concern, Abrar will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

In line with Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), the School and its staff will fulfil the statutory duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

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

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. It is different from an arranged marriage where both parties agree with the marriage. Forced marriage is against the law as it is a violation of a person's human rights and cannot be justified on religious or cultural grounds. Staff may find more information on the Forced Marriage Act 2007.

All Abrar 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 Abrar staff must report any siblings they are aware of within the household too, this includes males. Siblings may also be at potential risk.

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

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

If you suspect that someone is being forced to get married, you must contact the DSL (or deputy) immediately. Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures. If it is urgent you can also contact the Forced Marriage Unit on 020 7008 0151 or email fm@fco.gov.uk.

Peer on peer abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use Abrar's anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.

Peer on peer abuse can include: bullying (including cyberbullying), sexual bullying at school; being coerced to send sexual images; physical and sexual assaults and violence; child sexual exploitation and teenage relationship abuse; initiation/hazing type violence and rituals, gender-based violence and sexting. Gang-affected young women are particularly vulnerable to being sexually exploited for protection, status, drugs or money.

Abrar takes peer on peer abuse seriously and all staff are clear that peer on peer abuse should not be passed

off as “part of growing up” or “banter”.

Abrar has put in place safeguards to reduce the likelihood of peer on peer allegations as outlined in this policy and is alert to the indicators of abuse.

Incidents of peer on peer abuse will be dealt in line with the normal Abrar safeguarding procedures.

In dealing with peer on peer abuse, Abrar recognises:

- that peer on peer abuse often occurs in the same school or neighbourhood, thus it is important any response takes account of how a network of peer relationships is affected;
- the relationship between sexual exploitation, serious youth violence, and teenage relationship abuse, and the need to ensure it is recognised when young people are experiencing multiple forms of abuse;
- that young people who have experienced abuse and exploitation can also be groomed to abuse their peers, requiring a much more holistic approach to safeguarding;
- that different gender issues can be prevalent;
- that peer on peer abuse can be influenced by the nature of the environments in which young people spend their time (e.g. exposure to violence on the streets, exposure to harmful social norms related to gender, relationships and consent);
- that peer on peer abuse hinges upon young people’s experiences of power, and ultimately the notion of consent (while young people who abuse their peers have power over the young person they are harming, they may be simultaneously powerless in relation to some peers who are encouraging their behaviour or in the home where they are being abused).

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

- the nature, extent and context of the abusive behaviours;
- the young person’s development and family and social circumstances;
- whether the young person appears to pose a continuing risk and, if so –
- who is likely to be at risk from him/her, and the nature and degree of the risk
- the young person’s need for services, both those which relate to his/her harmful behaviour and other significant needs;
- whether the young person is also at risk of significant harm and should be the subject of a child protection conference; and
- whether action is to be taken within the criminal justice system.

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

Peer on peer abuse: youth produced sexual imagery (sexting)

There is no clear definition of sexting, however, Abrar adopts the UK Council for Child Internet Safety definition and advice for dealing with ‘youth produced sexual imagery’ as set out in ‘Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People’.

Youth produced sexual imagery includes incidents where:

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

Youth produced sexual imagery does not include:

- the sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police;

- young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

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

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

Incidents of sexting will be dealt in line with the normal Abrar safeguarding procedures.

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

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

An immediate referral to police and/or children's social care will be made if, at this initial stage:

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

If none of the above apply, then Abrar may decide to respond to the incident without involving the police or children's social care (Abrar can choose to escalate the incident at any time if further information/concerns come to light).

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

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

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?

- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the student in the imagery?
- Are there any adults involved in the sharing of imagery?
- What is the impact on the students involved?
- Do the students involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

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

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

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

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

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

If a decision is made that other agencies do not need to be involved, consideration will be given to deleting the imagery in line with the DfE guidance 'Searching, Screening and Confiscation' which advises that schools have the power to search students' devices, search data on devices and delete youth produced sexual imagery. Abrar will not search devices and delete imagery unless there is good and clear reason to do so. The student should be asked to delete the imagery and confirm deletion.

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

Peer on peer abuse: sexual violence and harassment between children in schools/colleges

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

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

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours has the potential to normalise them.

It is important to understand that all of the above can be driven by wider societal factors beyond Abrar and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole-school approach (especially preventative education) is important.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed.

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

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

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person’s clothing without consent and with the intention of observing, or enabling another person to observe, the victim’s genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.

A “specified purpose” is namely:

- obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim’s genitals, buttocks or underwear).
- to humiliate, distress or alarm the victim.

“Operating equipment” includes enabling, or securing, activation by another person without that person’s knowledge, e.g. a motion activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the Designated Safeguarding Lead who will then decide on the next steps to take, which may include police involvement.

Online risks

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school or community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

13 Further information on specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. NSPCC offers information for schools on its website www.nspcc.org.uk. Broad government guidance on the issues listed below can also be accessed via the www.gov.uk website:

- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation
- PREVENT for schools
- sexting (CEOP)
- sexting in Schools and College
- teenage relationship abuse
- trafficking
- use of social media for online radicalisation

14 Recognising extremism and radicalisation

14.1 The following guidance is written with regard to the Home Office guidance “Channel: Protecting Vulnerable People from Being Drawn into Terrorism” (2015) and “Channel: Vulnerability Assessment Framework” (2012).

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

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

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

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group

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

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

- over-identification with a group or ideology
- 'Them and Us' thinking
- dehumanisation of the enemy
- attitudes that justify offending
- harmful means to an end
- harmful objectives.

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

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

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

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

14.7 **Channel:** Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. The designated Safeguarding Lead (and any deputies) are aware of local procedures for making a Channel referral. All staff should understand when it is appropriate to make a referral to the Channel programme. Staff complete channel awareness training upon induction.

15 **Children who may be particularly vulnerable**

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

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Abrar will consult the guidance set out by the Ministry of Justice to support such children. For more information, see: <https://helpwithchildarrangements.service.justice.gov.uk>

Child criminal exploitation: serious violence/county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of serious violence and county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in serious violence/county lines are missing episodes in education, a change in friendships or relationships with older individuals or groups, significant decline in performance, signs of self-harm or significant change in wellbeing, signs of assault or unexplained injuries. Unexplained gifts or new possessions are also indicators of children being involved with individuals associated with criminal networks or gangs.

When the victim may have been trafficked for the purpose of transporting drugs, like other forms of abuse and exploitation, county lines exploitation can affect:

- any child or young person (male or female) under the age of 18 years, even if the activity appears consensual. The perpetrators may well be part of a group; single/mixed sexed;
- any vulnerable adult over the age of 18 years.

County Lines is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources (Keeping Children Safe in Education, DfE 2019).

Children with family members in prison

Children with a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. If a child has a parent sent to prison, Abrar will take information from NICCO to help support the child's mental and emotional well-being and to help mitigate negative consequences.

Children who are looked after

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Abrar will ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular, Abrar will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Abrar will also collate information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated Safeguarding Lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

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

The DSL will be appointed as the designated teacher who will work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teacher has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher will also have appropriate training and the relevant qualifications and experience (Keeping Children Safe in Education, DfE 2019)

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, Abrar will consider extra pastoral support for children with SEN and disabilities.

When applying disciplinary measures such as restraint or isolation in response to incidents involving children with SEN and disabilities, Abrar will consider the risks carefully, given the additional vulnerability of the group. However, to safeguard a student and others, it may be necessary to use restraint.

Abrar will try and reduce the occurrence of risky behaviour and the need to use restraint by planning positive and proactive behaviour support. (Keeping Children Safe in Education, DfE, 2019)

Domestic abuse

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over 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

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

For more information on identifying children who are affected by domestic abuse and how they can be helped is available at: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/>

If you are concerned that a child that may be affected by exposure to domestic abuse, you should speak to the Designated Safeguarding Lead (or deputy).

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and deputy) will contact the Local Housing Authority to raise/progress concerns at the earliest opportunity. A referral will also be made to children's social care where a child has been harmed or is at risk of harm.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Homelessness in most cases is considered in the context of children who live with their families, and intervention will be on that basis. Abrar, however, also recognises that in some cases 16-and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

In such cases, the Designated Safeguarding Lead (or deputy) will liaise with Children's services and ensure appropriate referrals are made based on the child's circumstances.

Other considerations

In addition to the above, to ensure that all of our students receive appropriate protection, Abrar will give special consideration to children who are:

- disabled or have Special Educational Needs (whether or not they have a statutory Education, Health and Care Plan)
- asylum seekers
- a young carer
- regularly absent from school
- showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- attending alternative provision or subject to a managed move
- living away from home (frequent movers)
- living in temporary accommodation
- has returned home to their family from care
- a privately fostered child
- living a transient lifestyle
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality or vulnerable to being bullied, or engaging in bullying
- involved directly or indirectly in prostitution, child trafficking, modern slavery or exploitation
- speakers of another first language
- children that are subject to a Child Protection Plan or a Child in Need Plan
- children that may be vulnerable to messages of violence and extreme ideologies
- in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- misusing drugs or alcohol themselves

16. Children missing from education

- 16.1. A child going missing from education is a potential indicator of abuse or neglect.
- 16.2. Abrar will ensure its procedures for dealing with children who go missing from education, particularly on repeat occasions, are rigorously implemented to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in the future.
- 16.3. Abrar will inform the Local Authority of any pupils who are failing to attend school regularly or going to be deleted from the admission register under all fifteen grounds for deletion. This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. Abrar will inform the Local Authority of the pupil's destination school and home address.
- 16.4. Abrar will inform the Local Authority of any pupil who fails to attend school, at such intervals as are agreed between Abrar and the Local Authority (or in default of such agreement, at intervals determined by the Secretary of State).
- 16.5. Abrar will work collaboratively with the Local Authority to make reasonable enquiries about a pupil's whereabouts where there is a continuous absence after a grant of leave.
- 16.6. Abrar will inform the Local Authority when registering new pupils within five days, including the pupil's address and previous school (where this can reasonably be obtained).
- 16.7. Abrar will cooperate with the Local Authority on the provision of the above information for pupils leaving or joining Abrar at standard transition points.

16.8. Emergency contacts for children

- 16.9. Wherever possible, Abrar will hold more than one emergency contact number for their pupils. This goes beyond the legal minimum and is good practice to give Abrar additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern (Keeping Children Safe in Education, DfE, 2019).

17. Dealing with safeguarding concerns and incidents

Responding to a disclosure

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

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

During their conversations with the students, staff will:

- allow them to speak freely, listening carefully and uncritically;
- endeavour to utilise a neutral translator if necessary;
- remain calm and collected – the student may stop talking if they feel they are upsetting their listener;
- give reassuring nods or words of comfort – ‘I’m sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
- not be afraid of silences – staff must remember how hard this must be for the student;
- consider their own body language and the messages it may send a child regarding the nature of the disclosure;
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student’s mother think about all this;
- tell the student that in order to help them, the member of staff must pass the information on;
- do not automatically offer any physical touch as comfort - it may be anything but comfort to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be interpreted by the child to mean that they have done something wrong;
- tell the student what will happen next - the student may agree to go to see the designated senior person otherwise it is the duty of the member of staff to inform the Designated Senior Lead of what has been discussed (if the student does agree to go and see the Designated Senior Lead, the staff member should inform the Designated Senior Lead that the child will be coming to see them at some point).

Following the conversation, the staff will:

- report verbally to the Designated Senior Lead even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the Cause for Concern Form and hand it to the Designated Senior Lead (Appendix 3)
- seek support if they feel distressed.

Responding to a concern that a child is at risk

There will be occasions when, in the absence of a disclosure, staff may suspect that a student may be at risk but have no ‘real’ evidence. The student’s behaviour may have changed, their artwork could be bizarre or concerning, students might write stories or poetry that reveal confusion, distress or extreme beliefs, or physical but inconclusive signs may have been noticed. In these circumstances, staff will give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill.

It is fine for staff to ask the student if they are OK or if they can help in any way. If the member of staff remains concerned, they should record early concerns of any nature – suspected abuse or concerns relating to extremism – and hand it to the Designated Senior Lead.

Reporting safeguarding concerns

- 17.1. All concerns, suspicions and disclosures should be immediately reported to Abrar’s Designated Senior Lead for Safeguarding and Child Protection: Huzayfa Wadee. In the absence of this person, the deputy DSL (Anayath Chowdhury) should be approached.
- 17.2. 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. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated Safeguarding Lead or a deputy. 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.

- 17.3. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the Designated Safeguarding Lead (or deputy).
- 17.4. All concerns, suspicions and disclosures should be recorded using Abrar's Safeguarding Concern Form (see Appendix 3). Blank copies of the Safeguarding Concern Form should be kept in the staffroom for all to access when necessary. Staff should immediately report:
- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
 - any explanation given which appears inconsistent or suspicious
 - any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play)
 - any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
 - any concerns that a child is presenting signs or symptoms of abuse or neglect; • any significant changes in a child's presentation, including nonattendance
 - any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
 - any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or a person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images
 - any discovery that FGM appears to have taken place on a girl under 18 years
 - any expressions of extremist ideologies that suggest vulnerability to radicalisation.

Where no disclosure has been made, but a member of staff has concerns regarding the welfare or well-being of a student, staff should speak to the Designated Safeguarding Lead. Supply staff, volunteers and visitors to the school should make a written account of such concerns using Cause for Concern form.

- 17.5. When completing the Cause for Concern Form, professional opinion may be expressed, but should be supported by stating the facts with observations upon which the opinion is based (e.g. Adam appeared angry as he was kicking the table and swearing). All notes should differentiate clearly between fact, opinion, interpretation, observation, and/or allegation.
- 17.6. All recorded concerns should be passed to the Designated Safeguarding Lead as soon as is possible, and in any case within 24hrs. In some cases, it may be necessary to pass on concerns verbally and follow them up in writing soon after. In the absence of this person, the Deputy Designated Safeguarding Lead should be approached.
- 17.7. Any records should be dated and signed with the name of the signatory clearly printed. Any handwritten notes made immediately after the event can act as evidence of them being written at the time in any future court case. Therefore, these should not be destroyed if the details are recorded more formally, but instead kept securely attached to the Safeguarding Concern Form. A copy will also be kept in the child's Child Protection File.

17.8. If it is necessary for the child to be taken to hospital, then hand the child over to the direct care of medical staff informing them that non-accidental injury is suspected. It is important that staff make detailed written records of all their reports and actions. Before forwarding reports on for further action to take place, it is recommended that staff make and securely retain copies of any notes or reports. N.B. Notes should be made of the relevant parts of conversations and phone calls, e.g. their general content and 'Who does what?' - the notes should be included in reports.

All staff, but especially the Designated Safeguarding Lead (and deputy) will consider the context within which incidents and/or behaviours occur (contextual safeguarding: 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). Abrar will provide as much information as possible as part of the referral process to help Children's social care assessments.

Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with Children's Social Care, police or the NSPCC if:

- the situation is an emergency and the Designated Senior Lead, their deputy, the Principal and the Proprietor are all unavailable
- they are convinced that a direct report is the only way to ensure the student's safety.

17.9. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help and protect the child, for example, call 999
- report your concern to the Designated Senior Lead as soon as it is practically possible
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

Notifying parents

Abrar will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively, and the Designated Senior Lead will make contact with the parent in the event of a concern, suspicion or disclosure. However, if Abrar believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

Referral to children's social care

A concern raised may not progress any further than a discussion with the Designated Safeguarding Lead. A record of the discussion and any initial action taken will be documented in the child's safeguarding file.

The Designated Senior Lead will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

In making this decision, the Designated Senior Lead will consider The Lancashire Continuum of Need and Thresholds Guidance (<http://www.lancshiresafeguarding.org.uk/media/34109/-thresholds-guidance-2016-with-new-windscreen-.pdf>) that includes:

- the process for the early help assessment and the type and level of early help services to be provided
- the criteria, including the level of need, for when a case should be referred to Local Authority children's social care for assessment and for statutory services.

Where a Designated Senior Lead or Deputy Designated Senior Lead considers that a referral to children's

social care may be required, they must consider:

- Is this a Child in Need? - Under section 17 (s.17 (10)) of the Children Act 1989, a child is 'in need' if:
 - the child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority
 - the child's health or development is likely to be impaired, or further impaired, without the provision of such services
 - the child is disabled.
- Is this a Child Protection Matter? - Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:
 - is the subject of an Emergency Protection Order
 - is in Police Protection
 - or where they have reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore, it is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The Designated Senior Lead will make judgements around 'significant harm', levels of 'need and risk' and when to refer.

Once a referral has been made, Children's Social Care should respond within one working day indicating what further action they have decided to take. This may include further assessment of the child either through an early help assessment, through a Child in Need Assessment (section 17 Children Act 1989) or a Child Protection Enquiry (section 47 Children Act 1989). Abrar will participate in Strategy Discussions and Child Protection Conferences as required.

If, after a referral, the child's situation does not appear to be improving, the DSL (or the person who made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

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

Reporting directly to child protection agencies

Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the Designated Senior Lead, their deputy and the Proprietor are all unavailable
- they are convinced that a direct report is the only way to ensure the student's safety.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.

Anyone can make a referral. Where referrals are not made by the Designated Senior Lead, the Designated Senior Lead should be informed as soon as possible that a referral has been made. 'Reporting child abuse to your local council' (<https://www.gov.uk/report-child-abuse-to-local-council>) directs staff to their local children's social care contact number.

Records and monitoring

A Child Protection File will be started for an individual child as soon as Abrar is aware of any child protection concerns about them. This may arise in a number of ways:

- if a member of staff raises a concern about the welfare or well-being of a student (this should be recorded in writing using the Cause for Concern form ;
- if a child makes a disclosure;
- if information is passed to Abrar by a previous school attended by the student;
- if Abrar is alerted by another agency (e.g. police, health or social care) of child protection concerns about that child.

The Child Protection File will have a front sheet (see Appendix 4) on the file which records the child's full name, date of birth, address and information about family members.

Separate files will be kept for individual siblings, cross referencing to other children in the family. Relevant, and as necessary, redacted information will be copied and placed on each individual sibling's file.

If more than one file exists in relation to an individual child, this will be indicated on each file.

Each file will be numbered and dated (e.g. January 2015, Vol. 1 of 3).

If information is removed from the file for any reason, a record should be made indicating the reason for such removal, where the information has gone, when it was removed and who removed it. The Designated Safeguarding Lead will be notified of the removal of any information from a file.

The Child Protection File will contain:

- a Child Protection File front sheet;
- a detailed chronology, updated on a regular basis, at the front of the file (see Appendix 5);
- any concerns raised by staff;
- all safeguarding/concern reports, notes and correspondence referring to the child;
- copies of any referrals;
- any child protection information received from previous schools or other agencies;
- notes/minutes of any Child Protection Conferences etc; and
- record of any instances where information has been removed from the file.

The Child Protection File will also cross-reference other relevant records held in school (e.g. relating to the Common Assessment Framework (CAF)/Early Help Assessment (EHA), early support, Special Educational Need).

All records of child protection concerns, disclosures or allegations will be treated as sensitive information and kept together. Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held. All staff who may need to consult a child's school file will be made aware of what the symbol means, and who to consult if they see this symbol. The information will be shared on a need to know basis.

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

Child protection information will be stored and handled in line with Data Protection Act 2018 principles such that information is:

- processed for limited purposes;
- adequate, relevant and not excessive;
- accurate; kept no longer than necessary;
- processed in accordance with the data subject's rights
- secure.

Every effort will be made to prevent unauthorised access, and sensitive information will not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store

child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage.

In relation to Safeguarding, data protection laws do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Information can be shared without consent if not doing so would place a child at risk.

Record transfers

Relevant child protection information will be forwarded to the new/receiving establishment by Abrar and will happen as quickly as possible.

Information sharing will take place between Designated Safeguarding Leads and/or Principal as soon as possible and, in any event, within 5 days of the child's departure.

When a file is to be transferred, a 'Record of Child Protection File Transfer' will be completed and attached to the Child Protection File.

Abrar will not simply forward all relevant documentation as this leaves the former school with no record. Rather:

- where feasible, the Designated Safeguarding Leads from Abrar and receiving schools should arrange to meet and share relevant information, with copies of relevant and appropriate documentation being provided; or
- alternatively, telephone discussions should take place followed-up with appropriate summaries / chronologies and copies of key records.

The new school/college will be provided with the ORIGINAL documentation.

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

Retention of child protection files

According to current guidance from the Records Management Society's Schools Retention Schedule, records must be kept (securely) until the subject's 25th birthday, after which they should be shredded (Child Protection records relating to Children's Social Care involvement will be retained for much longer than this by the Local Authority in any event).

The Data Protection Act requires that schools, or other bodies that keep information, maintain a list of records which have been destroyed and who authorised their destruction. Members of staff in Abrar will record at least:

- file reference (or other unique identifier);
- file title (or brief description);
- number of files (and date range);
- the name of the authorising officer;
- date action taken.

18. Support for those involved in a child protection issue

- 18.1. Abrar recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Abrar may be the only stable, secure and predictable element in the lives of children at risk. Whilst at Abrar, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from Abrar. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered sensitive approach in order that the child can receive appropriate help and support.

- 18.2. Abrar will endeavour to support pupils through:

- The curriculum to encourage self-esteem and self-motivation.
- Abrar's ethos, which promotes a positive, supportive and secure environment and which, gives

pupils a sense of being valued.

- The implementation of Abrar behaviour management policies (required under the Code of Practice, 1993 Education Act).
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the Abrar setting.
- A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so.
- Regular liaison with other professionals and agencies that support the pupils and their families, in line with appropriate confidentiality parameters.
- The development and support of a responsible and knowledgeable staff group, trained to respond appropriately in child protection situations.

19. Independent Listeners

- 19.1. Here at Abrar we understand that all our students may at times require personal and private consultations to help them deal with certain aspects of their lives.
- 19.2. To ensure that all their individual needs are fully met we have two independent listeners who are available to deal with their problems at all times. They are both upstanding members of the community and their details are as below:
- Safvan Yusuf: Tel: 07857 900 214 Huzayfa Batan: Tel: 07574 555133
 - NSPCC Helpline: 0808 800 5000 / Child Line: 0800 1111
 - Muslim Youth Helpline: 0808 808 2008
 - Children's Rights Director: 0800 528 0731

20. Useful Contacts

Lancashire Children's Social Care	Tel: 0300 123 6720 or out of hours 0300 123 6722 (8pm - 8am) Email: cypreferrals@lancashire.gov.uk
Local Authority Designated Officer	Tim Booth Tel: 01772 536694
Local Safeguarding Children Website	http://www.lancshiresafeguarding.org.uk/
Schools Safeguarding Officer for Lancashire County Council	Tammy Tywang Tel: 01772 531196
Whistleblowing	01772 532500 Email: WhistleblowingComplaints@lancashire.gov.uk
NSPCC 24-hour help line	Tel: 0808 800 5000
Ofsted	Piccadilly Gate Store Street Manchester M1 2WD Tel: 0800 123 1231

21. Concerns about Safeguarding practices

- 21.1. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in Abrar's safeguarding regime and know that such concerns will be taken seriously by the

senior leadership team. Appropriate whistleblowing procedures are in place for such concerns to be raised with Abrar (**Appendix 2**). Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- Advice on whistleblowing
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 0280285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk:

22. **Safer recruitment**

22.1. Abrar has a 'Safer Recruitment Policy' which outlines the procedures for the recruitment and selection of staff to Abrar. All staff should endeavour to follow this during the recruitment and vetting of new staff.

22.2. In order to safeguard and promote the welfare of children, Abrar will act in accordance with the guidance issued by the DfE (Safer Recruitment in 'Keeping Children Safe in Education' - September 2018).

22.3. In particular, Abrar will:

- ensure that all prospective applicants are made aware of the Abrar's commitment to safeguarding and the requirement for an enhanced DBS disclosure with barred list information for people working in regulated activity with children
- ensure that the Abrar application form is used and that C.V's are not accepted in its place
- prepare and provide a Job Description and Person Specification when posts are advertised
- check the application form so that it has a full employment history with no gaps
- ensure that at least two members of staff involved in the recruitment process have undertaken safer recruitment training
- ensure two written references are sought directly from referees ideally before interview
- explore the candidate's commitment to safeguarding and promoting the welfare of young people during the interview process
- use original documents to confirm qualifications, identity and address of the successful candidate.

22.4. Abrar will ensure that any appointment is conditional upon:

- receipt of two successful references
- verification of identity (through photographic ID and proof of address)
- a satisfactory enhanced DBS disclosure with barred list information for people engaged in regulated activity
- not being subject to a prohibition order or (if taking up a management position) a Section 128 Direction made by the Secretary of State under the Education and Skills Act 2008
- verification of the person's medical fitness
- verification of professional status if a teacher or Principal
- verification that a candidate is not subject to a prohibition order issued by Secretary of State via the DfE Secure Access Online Portal if a teacher
- Verification that a candidate for a role in the management of Abrar (management position, trustee or governor) is not subject to a section 128 direction made by the Secretary of State via the DfE Secure Access Online Portal
- Verification that a candidate has not been subject to any restrictions imposed by regulators of the teaching profession in other EEA member states via the via the DfE Secure Access Online Portal
- verification of qualifications
- verification of the person's right to work in the United Kingdom.
- Any further checks considered appropriate where the person has lived or worked outside the UK.

22.5. Abrar will keep and maintain a Single Central Record (SCR) of recruitment and vetting checks, on the following people:

- all staff (including supply staff) who work at Abrar;
 - all others who have been chosen by Abrar to work in regular contact with children; this will cover contractors, volunteers and governors who also work as volunteers within Abrar
 - people brought into Abrar to provide additional teaching or instruction for pupils but who are not staff members; for example, a specialist sports coach or artist.
 - all members of the Local Governing Body
- 22.6. As a minimum, the Single Central Record will include whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
- an identity check;
 - a barred list check;
 - an enhanced DBS check/certificate;
 - a prohibition from teaching check;
 - a Section 128 check;
 - an EEA sanction/restriction check;
 - further checks on people living or working outside the UK;
 - a check of professional qualifications;
 - a check of two references;
 - verification of person's mental and physical fitness to work;
 - a check to establish the person's right to work in the United Kingdom;
 - any further checks required where a person has lived or worked outside the UK.
- 22.7. For supply staff, Abrar will also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.
- 22.8. For volunteers, Abrar will undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they will consider:
- the nature of the work with children.
 - what Abrar knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers
 - whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability
 - whether the role is eligible for an enhanced DBS check.
- 22.9. Details of the risk assessment should be recorded.
- 22.10. To help determine the appropriate level of supervision schools must have regard to the statutory guidance. This guidance requires that, for a person to be considered supervised, the supervision must be:
- by a person who is in regulated activity
 - regular and day to day
 - reasonable in all circumstances to ensure the protection of children (Keeping Children Safe in Education, DfE 2019).
- 22.11. Where Abrar has concerns about an existing member of staff or a member of staff begins to work in a regulated activity, Abrar will carry out all relevant checks as if the person were a new member of staff.

- 22.12. Abrar will comply with its legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Referrals will be made as soon as possible after the resignation or removal of the individual.
- 22.13. Where Abrar dismisses or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first, Abrar will consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.
- 22.14. Guidance related to checks for contractors, visitors and trainee teachers etc can be found in the Recruitment Policy.

23. Allegations against staff (teachers, headteacher, principal, volunteers and other staff)

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. Abrar's whistle blowing procedure (Appendix 2) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the Principal. Complaints about the principal should be reported to the LADO.

- 23.1. If anyone makes an allegation that any member of staff (including any volunteer) may have:

- Committed an offence against a child
- placed a child at risk of significant harm
- behaved in a way that calls into question their suitability to work with children (including the promotion of extreme ideologies)

then the allegation will be dealt with in accordance with national guidance and agreements, as implemented by the Safeguarding Partners.

- 23.2. The Principal will handle such allegations as Case Manager, unless the allegation is against the Principal, when the Proprietor will act as Case Manager and handle Abrar's response.
- 23.3. In all instances, the Case Manager will have no role in the investigation at the onset of the allegation and the Principal and/or Proprietor must discuss the allegation with the Local Authority Designated Officer. The full procedures for dealing with allegations against staff can be found in Allegations Against Persons Who Work with Children (including Carers and Volunteers) http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html
- 23.4. Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know. However, there will be some cases that require a strategy discussion with Children's Social Care and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers.
- 23.5. In the event of an allegation being made, Abrar will make every effort to maintain confidentiality and guard against unwanted publicity. Parents and carers will be made aware that under s141F of the Education Act 2011, there is a prohibition on reporting or publishing allegations about teachers, this includes via social media e.g. Facebook, Twitter etc and if breached this could lead to prosecution. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.
- 23.6. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 23.7. Abrar will make a referral to the Disclosure and Barring Service (DBS) if any member of staff is

disciplined, dismissed, is currently under investigation or leaves prior to the end of an investigation for causing emotional, psychological, physical or sexual harm, neglect or risk of harm to children.

23.8. Reference should be made to Abrar Academy's policy on Managing Allegations.

23.9. Any person who makes or receives an allegation against the DSL should report the matter immediately to the Proprietor.

24. Support for staff who have been suspended

24.1. The support described below is applicable to staff during a period of suspension or during a period of leave of absence/medical absence where applicable.

24.2. It is recognised that during a period of uncertainty for a staff who find herself/himself in this situation would receive support due possibly to worry, depression or may feel isolated from workplace and colleagues. At all time it is important that staff are made aware of what is happening with the investigation. In this situation, The Principal will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual.

24.3. Abrar will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation.

23. External speakers and charities

23.1. As outlined in the Abrar's External Speakers and Visitors Policy, all external speakers and charities will be vetted to ensure students are not exposed to inappropriate political or controversial messages and charitable activity is free from harm and consistent with the values of Abrar.

24. Visitors

24.1. All visitors to Abrar should sign in at Abrar's main office and should be wearing a visitor's badge. Staff member should supervise all visitors if they have access to Abrar. Staff should challenge any adult unknown to them who is in Abrar's area/ community without a badge.

24.2. Abrar restricts unauthorised people to enter its premises. We have CCTV cameras situated around and within the premises of Abrar. The advantage of having an automated gate and a fob access security system restricts any outsider to enter unless permission is granted.

24.3. Staff should report any unacceptable forms of behaviour by adults at Abrar to a senior member of staff i.e. use of foul language by building workers etc.

24.4. Supply staff and other visitors will be given Abrar's Visitor Guide, which outlines core safeguarding measures.

24.5. Reference should be made to Abrar's External Speakers and Visitors Policy

25. Training and Support

25.1. Abrar will ensure that the Designated Senior Lead and deputy attends training relevant to their role at intervals of no longer than 2 years. This will focus on identifying abuse, local reporting arrangements and disseminating training to school staff.

25.2. All staff members will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members will receive safeguarding and child protection updates via staff meetings, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All staff within school that come into contact with children, whether in a paid or voluntary capacity and irrespective of their role, will receive basic level 1 child protection training delivered by the DSL.

25.3. Safeguarding training will also include the core elements of the 'Workshop to Raise Awareness of Prevent' (WRAP) an interactive and facilitated workshop developed by the Office for Security and

Counter Terrorism. The training will provide staff with:

- an awareness and understanding of the Prevent agenda and their role within it;
 - the ability to use existing expertise and professional judgement to recognise potentially vulnerable individuals who may be susceptible to messages of violence and radicalisation; the confidence to use a common sense-based response.
 - Staff will also be encouraged to undertake the Channel general awareness online training module as a supplementary source of support.
- 25.4. As part of the safeguarding training, staff and volunteers will be given a copy of the Safeguarding (Child Protection) Policy, Staff Code of Conduct and 'Keeping Children Safe in Education – Part 1', DfE 2018. All staff will sign to confirm they have received these documents and will work within them.
- 25.5. Where deemed necessary and relevant the DSL in discussion with the particular Head of Abrar/ Madrassa will keep Form Tutors or Subject Teachers up to date on matters concerning child protection issues.
- 25.6. The Principal and DSL will ensure that all staff are reminded of their responsibilities at regular intervals.

26. **Induction**

- 26.1. All new staff will be
- made aware of systems within Abrar which support safeguarding and the wellbeing of pupils (including online safety).
 - provided with adequate training on safeguarding issues and policy (including Safeguarding (Child Protection) Policy, Staff Code of Conduct, Online Safety, Behaviour Policy and Abrar's safeguarding response for children who go missing in education,. (Keeping Children Safe in Education, DfE, 2019);
 - introduced to the Designated Safeguarding Leads in school who have responsibility for safeguarding;
 - made aware of the early help process;
 - made aware of the process for making referrals
- 26.2. On Induction, all staff and volunteers will be given a copy of the Safeguarding (Child Protection) Policy, Staff Code of Conduct and 'Keeping Children Safe in Education – Part 1', DfE 2019 and Annex A. All staff will sign to confirm they have received these documents and will work within them.

27. **Concerns about safeguarding practices**

- 27.1. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in Abrar's safeguarding regime.
- 27.2. Where staff or volunteers wish to raise concerns, they should be raised with Abrar's management team under the Whistleblowing Policy.
- 27.3. Where a staff member feels unable to raise the issue with Abrar or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

28. **Related school policies**

- 28.1. The Safeguarding (Child Protection) Policy should be read in conjunction with the following policies:
- Attendance and Registration
 - Anti-bullying
 - Behaviour
 - Complaints
 - Trips and Off-Site Visits
 - Equality and Diversity
 - E-safety policy
 - Health and Safety (includes First Aid)
 - Care and control policy
 - Search and Confiscation
 - Recruitment
 - Staff Code of Conduct

- Supporting Pupils with Medical Conditions (includes Intimate Care Policy)
- Disciplinary
- Managing Allegations

Appendix 1: Safe Working Practices

Propriety and behaviour

All staff are expected to:

- set high expectations and challenging targets for all students
- promote fundamental British values, including democracy, the rule of law, freedom of religion, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs, fairness, social responsibility, liberty and equality for all
- ensure that they set expectations of the highest standards of behaviour and conduct within school, regardless of whether in class or beyond, and challenge activities by any student that may be considered to be of an inappropriate nature.

All staff are expected to refrain from:

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

All staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of Abrar staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

Dress and appearance

All staff are expected to wear clothing which:

- promotes a positive and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing or provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory
- is sensitive to the religious and cultural sentiments of pupils

Rewards and gifts

All staff are expected to:

- ensure that gifts received or given in situations which may be misunderstood are declared immediately
- generally, only give gifts to individual pupils as part of an agreed reward system

- where giving gifts other than as above, ensure that these are of an insignificant value and given to all pupils equally
- ensure that the selection processes for gifts and rewards are fair, transparent and (wherever practicable) are undertaken by more than one member of staff

Infatuations

All staff are expected to report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff. This must be reported to the DSL

Photography, videos and other creative arts

All staff are expected to:

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

Social contact

All staff are expected to:

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

Communication using technology

All staff are expected to refrain from:

- passing personal contact details to pupils including email, home or mobile phone numbers unless the need to do so is agreed with the DSL
- any communication with pupils which may be construed as grooming
- making any visual recordings of pupils (still or moving) without the prior consent of the DSL
- using any personal equipment when communicating with pupils
- for the purposes of exchanging coursework or homework only, it is permitted for staff to exchange their school email address with pupils. However, any

correspondence whilst using school email must be very cautious and perfunctory to avoid any misconstruing

Safeguarding whilst using ICT

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

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

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

- communicate a clear, well-defined purpose to the use of the internet during the course of the lesson
- monitor the use of ICT during the lesson to ensure effective safeguarding
- report any access by pupils, inadvertent or deliberate, to unauthorised or inappropriate sites
- be vigilant for signs of, and report, any instances of cyber-bullying (more information is provided in Abrar's Anti-Bullying Policy)
- take extreme care to ensure that pupils are not exposed to inappropriate or indecent images
- ensure that they do not use school equipment to access any inappropriate or indecent images themselves

In the event of indecent images being found on a computer, staff must report the incident to the DSL as soon as possible

Physical contact

All staff are expected to:

- refrain from touching pupils in a way which may be considered as indecent or for the gratification of the adult or the pupil
- avoid any gratuitous or unnecessary physical contact with pupils. this includes horseplay, tickling or stroking the head etc
- be prepared to explain actions and accept that all physical contact is open to scrutiny
- always encourage pupils, where possible, to complete self-care tasks independently
- avoid using physical contact as a reward. this includes hugs and pats on back etc
- ensure that physical contact is never secretive or represent a misuse of authority

Behaviour management and physical restraint

All staff are expected to:

- try to defuse situations before they escalate
- ensure all rewards and sanctions are within Abrar's behaviour policy
- ensure parents are informed of all sanctions
- refrain from corporal punishment or use of force as a form of punishment
- avoid the use of sarcasm or demeaning and insensitive comments towards pupils

Some situations may give rise to the need for physical intervention. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

If an alternative method of control and restraint is possible then these methods should be used first. If physical contact is the only suitable method, then the use of 'reasonable force' is permitted.

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

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

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

Under no circumstances should staff use force as a punishment.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, Abrar will consider the risks carefully recognise the additional vulnerability of these groups. Abrar will also consider their duties under the Equality Act 2016 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

Abrar will reduce the occurrence of challenging behaviour and the need to use reasonable force by planning positive and proactive behaviour support, for example through drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers.

Please see the **Policy on Care and Control of Pupils** for full guidance.

Showers and Changing

All staff are expected to:

- avoid any physical contact when children are in a state of undress.
- avoid any visually intrusive behaviour and where there are changing rooms.
- announce their intention of entering.
- avoid remaining in the room unless pupil needs require it.

All staff must not:

- change in the same place as children.
- shower with children.

One-to-one situations

All staff should:

- avoid meeting with students in remote, secluded areas of Abrar
- ensure that there is visual access and/or an open door in one-to-one situations
- inform other staff of the meeting beforehand, assessing the need to have them present or close by
- avoid any one-to-one situations with students that may result in an interpretation of secrecy
- always report any situation where a child becomes distressed or angry to DSL

Intimate care

Some pupils may require intimate care – this may include support with toileting or removing soiled/wet clothing. In supporting such pupils, staff should:

- adhere to a care plan agreed with parents/carers for all pupils requiring intimate care
- encourage pupils to act as independently as possible
- ensure that another member of staff is in close vicinity if intimate care is required
- record any instances of intimate care, justifying the need for any variations from the care plan; and
- share the need for intimate care with parents/carers, if irregular or unexpected

Visual access to classrooms

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

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

Transporting of students

All staff must:

- have fully comprehensive insurance.
- think carefully about the implication of transporting an individual in their car. ensure all passengers wear seat belts.
- never overload the car.

Addressing of Staff

All staff must not:

- allow students to address them by their Forename alone.
- give their home telephone number to students who may wish to discuss problems with them. In some activities in/out of Abrar it may be necessary to pass on a home number i.e. sporting activities, exchange visits, etc.

Compromising situations

If a member of staff feels that he/she has placed himself/herself in a compromising situation then an immediate discussion should take place with a senior member of staff or the DSL.

Appendix 2: Whistle Blowing Procedure

Introduction

Whistle Blowing is when an employee publicly discloses some alleged wrongdoing within an organisation.

Employees may be the first to notice something seriously wrong within Abrar. Employees may not disclose any information as they feel that speaking up would be disloyal to their colleagues, or to the organisation.

This policy aims to make sure that if you want to raise any concern, you can do so with confidence and without having to worry about being victimised or discriminated against.

This policy intends to deal with serious or sensitive concerns about any mal practice such as the following.

- Health and welfare of boarders at risk (boarders being mistreated as outlined above)
- Fraud or corruption
- Unauthorised use of public money
- Criminal Offence
- Any damage to Health and Safety
- Environmental damage
- Improper conduct or unethical behaviour
- A person being discriminated against due to their race, colour, religion, ethnic or national origin, disability, age sex, sexuality, class or home life.
- Attempts to suppress or conceal any information relating to any of the above

Protection

All necessary action will be taken by the organisation to protect that employer who discloses information from harassment or victimisation or any retribution where an employee makes a disclosure in good faith and reasonably believes that it is true. However, if any information is disclosed which is untrue then the organisation will take appropriate disciplinary or legal action against the staff involved.

If a member of staff suffers adverse treatment, harassment or victimisation as a result of his or her disclosure, disciplinary action may be taken against the perpetrator.

Many employees keep their allegations anonymous, but these allegations tend to be far less effective. We request that if any employee making a disclosure puts his/her name to any disclosure. The identity of the employee raising the matter will be kept confidential if this is what he/she requires.

Procedure

An employee should raise his concerns with the DSL if related to child protection issues or the Principal. If the relevant people cannot deal with the matter, he or she will refer the concern to the Trustee/s. If you are not satisfied, then you may contact local CSCI office at the following address:

Ofsted Piccadilly Gate Store Street Manchester M1 2WD

Independent Advice

If you require independent advice you may phone the independent charity public concern at work on 0207 4046609 or the internet at www.pcaw.co.uk; confidential advice will be given to you about how to raise a concern about serious malpractice at work.

For effective action to be taken it will be best to put all the concerns in writing with all the relevant details e.g. names, dates, places and reasons for making the disclosure.

Respond

The person to whom the disclosure is made will consider the information and decide what action to take, any of the following can take place.

- Internal investigation
- Referred to the police
- Independent investigation

Any concerns that need to be dealt with which fall under other procedures the employee will then be advised to approach the appropriate member of staff or the concern will be passed onto the relevant person.

The employee relating the concern will be updated on the progress and outcome of any investigation.

Appendix 3 Cause for Concern Form

Name of Staff Member:

Safeguarding Children: Note of Concern

Name of child: DOB:	Class/group:	Date:
<p>Issue: Please record the details of the incident/issue you are concerned about. Include verbatim comments where possible. Please keep the account very factual. If you are reporting a potential incident of physical abuse remember to include a 'record of marks observed on a child'.</p>		
<p>(Please continue on the back if necessary)</p>		
Reported to:	Date and time re completed:	
Outcome: Please include the outcome of discussions with parents/carers where this is appropriate		
Further action taken		
Signed:	Date:	

Appendix 3 Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

BODYMAP

(This must be completed at time of observation)

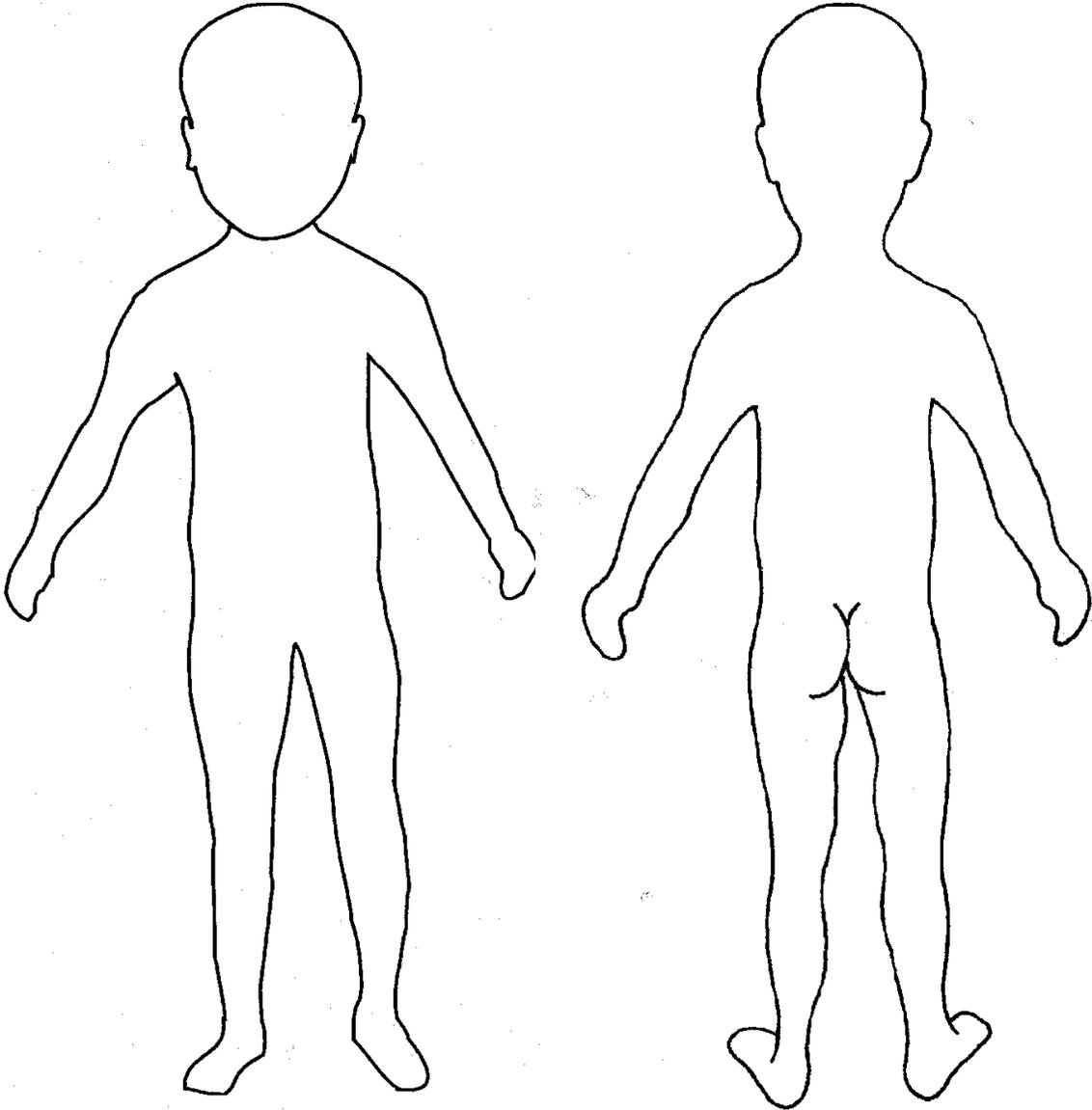
Name of Pupil:

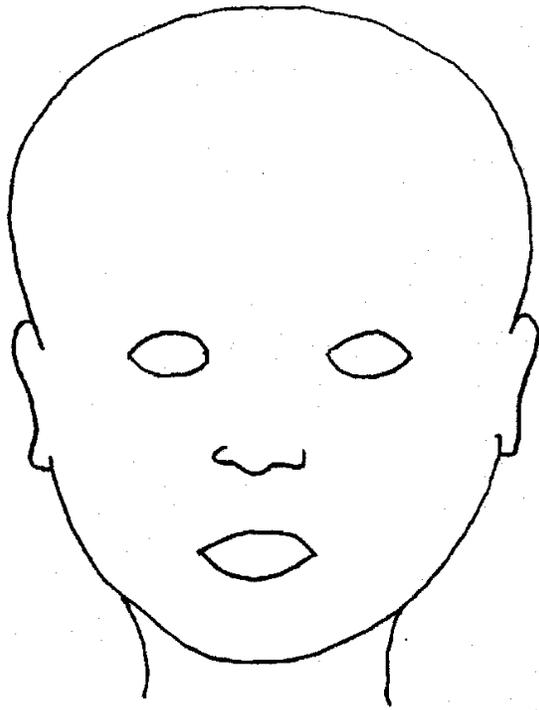
Date of Birth:

Name of Staff:

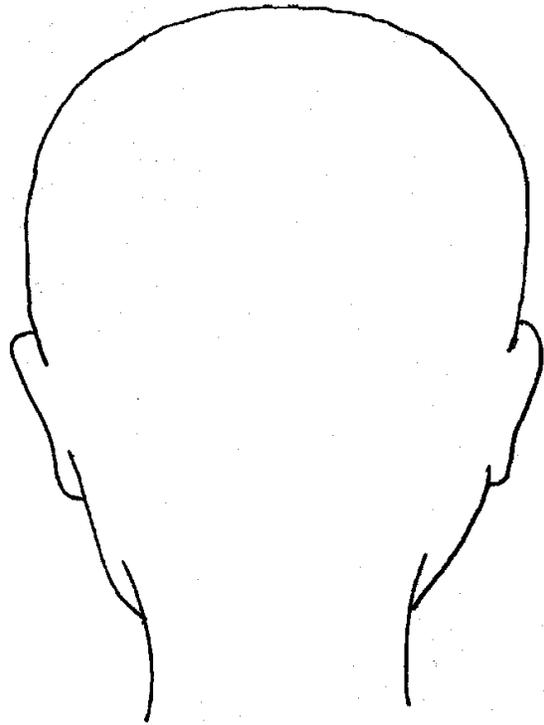
Job title:

Date and time of observation:

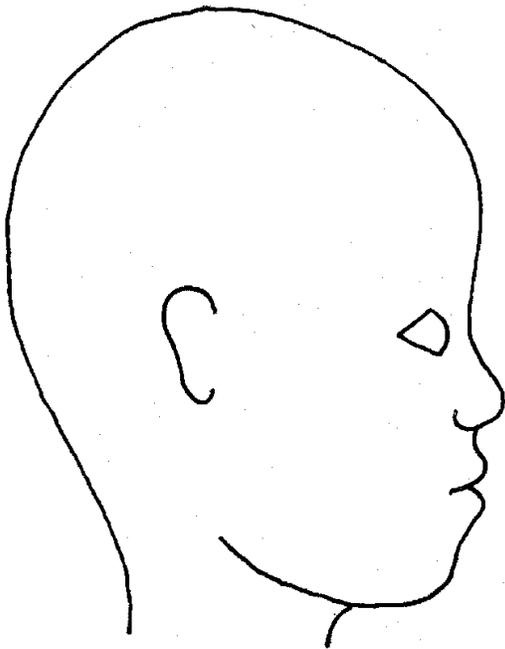




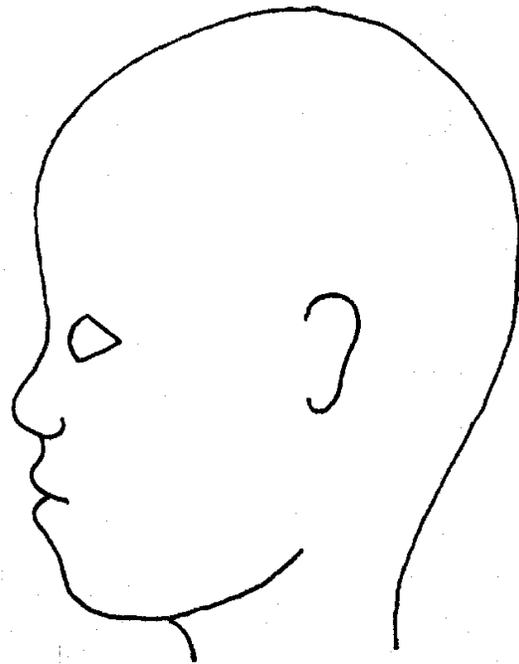
FRONT



BACK



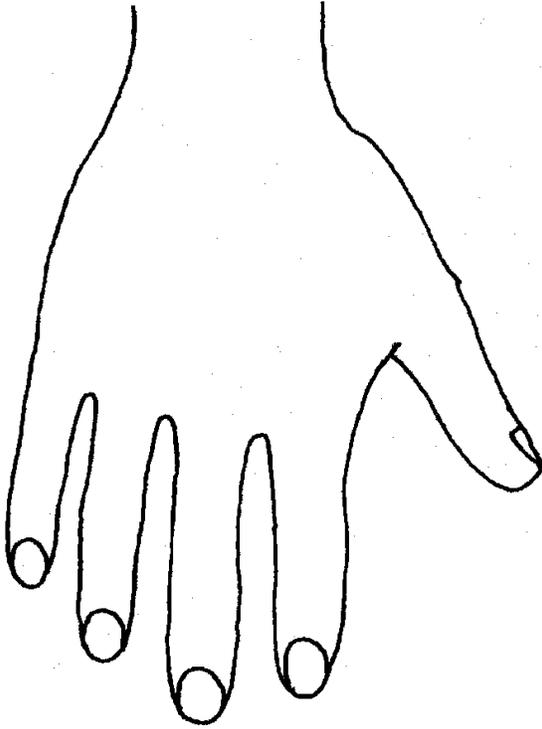
RIGHT



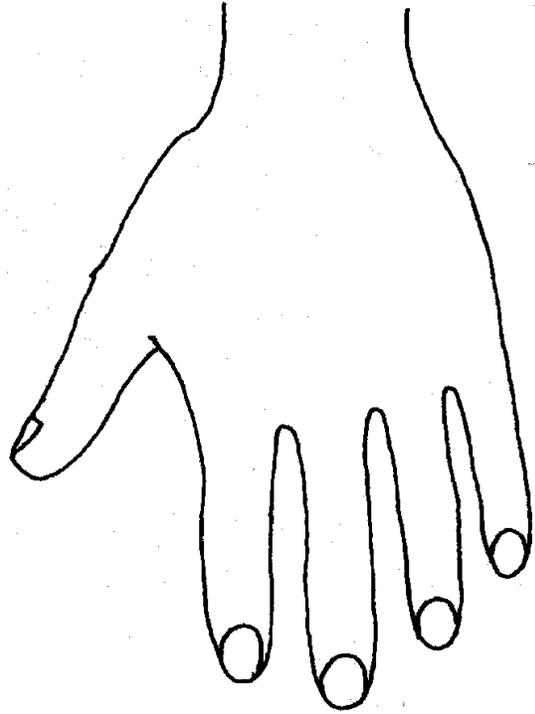
LEFT

Name of pupil:

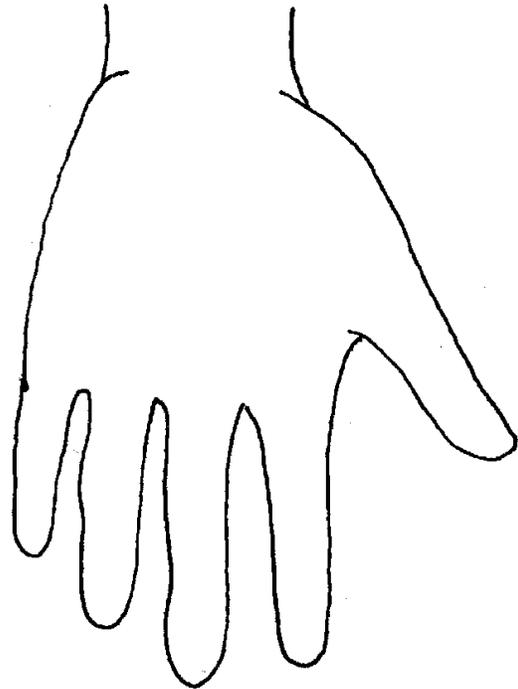
Date and time of observation:



R



L
BACK

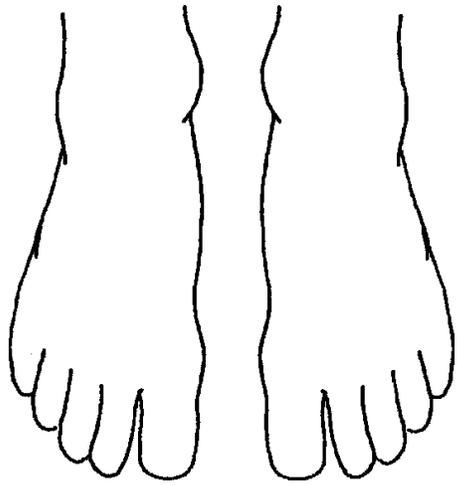


Name of Pupil:

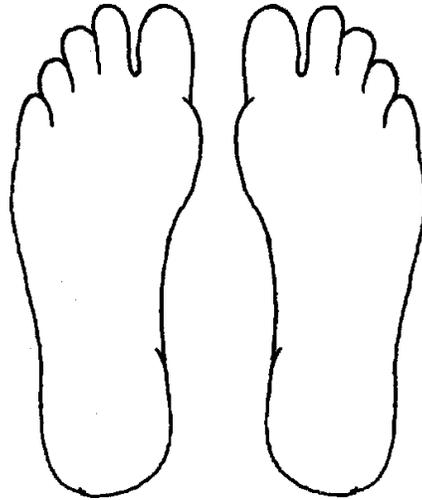
Date and time of observation:

Name of Pupil:

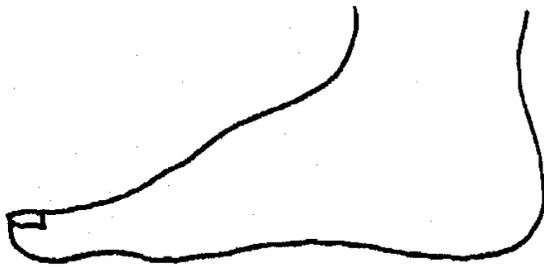
Date and time of observation:



R TOP L

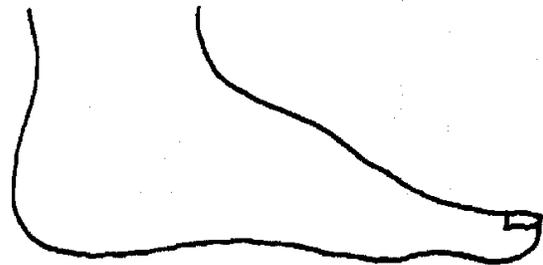


R BOTTOM L

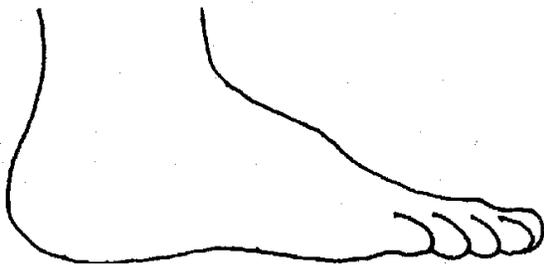


F

INNER

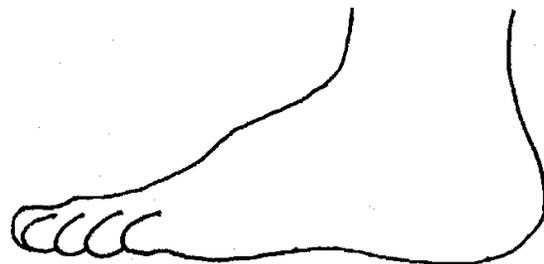


L



F

OUTER



L

Printed Name,
Signature and Job title
of staff:

Appendix 4: Child protection file

CHILD PROTECTION FILE

Pupil name:			
Date of birth:			
Any other name by which child is known:			
ID Number:			
Date file started:			
Case Number:		File Number:	
Home address		Current address (if different)	
Contact tel no.		Contact tel no.	
Family members i.e. parents / carers / siblings			
Name	Relationship	Address	School Details (in the case of siblings)
Are records held in school relating to other connected children?			
Contact details of other professionals			
Name	Agency	Address	

Abrar Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Appendix 5: Chronology of significant events

CHRONOLOGY OF SIGNIFICANT EVENTS

Pupil name	
Date of birth	

Date of Event:	Significant Event:	Action:	Parents informed Y/N and reasons	Recorded by:	Role: