Child Protection

SAFEGUARDING(CHILD PROTECTION) POLICY

Aims & Objectives

At Tawhid we aim to provide our students with:

> ***A safe and secure learning environment in which all members of the school community can achieve their best***

Date of last full review	13/12/ 2019
Date of next full review	Dec 2020
Review period	1 Year
Responsible	Governing Body
Designated Safeguarding Lead	U Mapara
Deputy	A Khan & Y Rawat
Link Governor	Y Hafesji

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1. Introduction

The staff and the members of the Governing Body of Tawhid Boys School are very keenly aware of their responsibilities towards ensuring that all our students are offered a learning environment, which is safe and secure. Our children are a precious gift for us and to keep them safe and secure is our responsibility.

This policy is written with regard to Department for Education (DfE) guidance "Keeping Children Safe in Education" (KCSIE) issued inSept 2018 and "Working together to Safeguard Children". It also draws upon good practice within the Local Safeguarding Children Board procedures. It applies to all governors, teaching, non-teaching and volunteer members of staff.

Section 175 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2014, Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children. In line with this requirement the School has systems in place which are designed to:

- prevent unsuitable people working with, or coming into contact with students within the School
- promote safe practice and challenge poor or unsafe practice
- identify students who are suffering or likely to suffer *significant harm* and take appropriate action with the aim of making sure they are kept safe both at home and at school
- 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
- contribute to effective partnership working between all those involved with providing services for students.

Significant harm

Significant harm can be defined as 'the ill-treatment or impairment of health and development of a child or young person' where:

- *development* includes physical, intellectual, emotional, social or behavioural development
- *health* includes physical and mental health
- *ill-treatment* includes sexual abuse and other forms of ill-treatment which are not physical.

This policy must be implemented alongside the procedural guidance set out by the Local Children's Safeguarding Board.

2 Aims

- To ensure that all practices of the School and its stakeholders 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 at the School.

- To detail the procedures to follow to ensure the safe recruitment of staff, governors and volunteers to the School.

- To outline the safe working practices that all staff, governors and volunteers should undertake when working with young people at the School.

- To communicate clear procedures for identifying, reporting and recording of suspected cases of abuse, extremism and radicalisation.

3. 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, 2014).

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).

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism (Prevent Strategy, Home Office, 2011).

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).

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

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.

Child refers to all young people who have not yet reached their 18th birthday.

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.

4 School's commitment

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

The School is committed to providing a safe, caring and welcoming environment where every child is able to reach their full potential free from harm, abuse and discrimination. All staff and volunteers are expected to discharge their safeguarding responsibilities effectively and recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of or suffering abuse, to thrive.

The School is alert to the signs of abuse, neglect and radicalisation and follow procedures to ensure that children receive effective support, protection and justice.

The School will work with Childrens Social Services, the police, health services and other services, where appropriate, to promote the welfare of children and protect them from harm.

5 Role of the Governing Body

The Governing Body is expected to:

- ensure that the Safeguarding (Child Protection) Policy has effective systems and procedures to safeguard and promote the welfare of young people at the School
- monitor the School's compliance with the Safeguarding (Child Protection) Policy
- have a lead person for safeguarding and child protection on the Governing Body who liaises with the Headteacher, Local Authority and/or partner agencies on these matters - the nominated governor is Mr. Yahya Hafesji.
- ensure that the school contributes to inter-agency working in line with the statutory guidance *Working Together to Safeguard Children 2013* including providing a coordinated offer of early help when additional needs are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
- ensure that school systems and procedures take into account the procedures and practice of the Local Authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board
- verify that the School operates safer recruitment procedures and that appropriate checks are carried out on all staff and volunteers at the School
- ensure that the School has clear steps for dealing with allegations of abuse against members of staff and volunteers that comply with locally agreed guidance
- ensure the School upholds the Staff Code of Conduct
- ensure that a senior leader(s) (Designated Senior Person) in the School is designated with lead responsibility for dealing with child protection issues who will provide support to staff members to carry out their safeguarding duties and liaise closely with other services such as children's social care
- ensure that the Designated Senior Persons(s) within school have regular training from the Local Safeguarding Children's Board
- ensure that the DSL receives regular training from appropriate agencies with regard to the Prevent Agenda and raising awareness and vigilance to reduce extremism and protect vulnerable people from radicalisation
- ensure there are procedures in place to make a referral to the Disclosures and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned

- ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe through provision of regular training on child protection issues
- ensure that a member of the Governing Body is nominated to liaise with the Local Authority in the event of an allegation being made against the Head teacher
- review the Safeguarding (Child Protection) Policy annually to ensure it is compliant with the latest local and national guidance.

6. Role of the Headteacher

The Headteacher is expected to:

- ensure that the child protection policy and procedures are implemented and followed by all staff
- ensure the Designated Senior Person(s) is given the training and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings and to contribute to the assessment of children
- 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
- ensure that students' safety and welfare is addressed through the curriculum

7 Role of the Designated Safeguarding Leads

All safeguarding concerns, suspicions and disclosures are reported to the School's Designated Lead for Safeguarding and Child Protection. This person is Usman Mapara. The Deputies Designated Safeguarding Lead is Ashfaq Khan & Yahya Rawat

The Designated (and Deputies) Safeguarding Lead(s) will:

- ensure each member of staff has access to and understands the School's Safeguarding (Child Protection) Policy and procedures, especially new and part time staff
- be alert to the specific needs of children in need, those with Special Educational Needs and young carers
- keep detailed, accurate, secure written records of concerns and referrals
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- ensure the school Safeguarding (Child Protection) Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing body regarding this
- ensure the Safeguarding (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 the school in this
- link with the Local Safeguarding Children's Board to ensure staff are aware of training opportunities and the latest local policies on safeguarding
- ensure that all Staff within school have regular updates as well as updated annual training on safeguarding and child protection
- link with appropriate outside agencies to ensure staff receive training on the Prevent Agenda, and the means by which to identify extremism and prevent radicalisation
- ensure the School Single Central Record is maintained and up-to-date
- keep a record of staff attendance at safeguarding and child protection training
- where children leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file

In managing referrals, the Designated Safeguarding Lead will:

- refer all cases of suspected abuse to the Local Authority children's social care team and:
- the Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member)
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- Police (cases where a crime may have been committed).
- liaise with the Headteacher to inform them of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations
- act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

8 Role of staff

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.

All staff are expected to:

- 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 School and home
- ensure they take all reasonable steps to challenge extremist ideologies
- contribute to a supportive culture where young people are able to report concerns
- report any abuse, suspected abuse or concerns regarding extremism/radicalisation to the Designated Senior Person(s) immediately and where required support social workers to take decisions about individual children
- report any concerns regarding the behaviour of an adult working at the School to the Headteacher; and if the concern is regarding the Headteacher, then report this to the Chair of Governors
- 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

9 Safeguarding information for students

The School recognises that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all students, and especially those at risk of, or suffering from, abuse.
The School will therefore:

- establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to
- ensure that students know that there are adults in the school who they can approach if they are worried or are in difficulty
- include in the curriculum activities and opportunities for PSHCE which equip students with the skills they need to stay safe from abuse and which will help them develop realistic attitudes to the responsibilities of adult life
- 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 School curriculum and all activities in and out of school
- make arrangements for consulting with and listening to students through the Student Shura (Council), displays, suggestion boxes etc.

10 Safeguarding information for parents

The School will ensure the Safeguarding (Child Protection) Policy is available publicly 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 the school in this.

Parents will be expected to support the School'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

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. They may be abused by an adult or adults or another child or children.

11.1 Neglect: persistent or severe neglect, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive,

Lookout for:-

- persistent stomach aches feeling unwell, and apparent anorexia can be associated with physical neglect;

- underweight
  a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern;

- Inadequate clothing
  a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child' from thriving.

Other signs could be any 1 or more of the following:
- 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
- Does not always bring a packed lunch
- Overeating junk food

Physical Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedure in the case of neglect where the child's development is being adversely affected.

11.2 Physical abuse: actual or likely physical injury to a child, or failure to prevent physical (or suffering) to a child including deliberate poisoning, suffocation and Munchausen's syndrome by proxy,

The following are often regarded as indicators of concern:

- an explanation which is inconsistent with an injury;
- several different explanations provided for an injury;
- unexplained delay in seeking treatment;
- the parents/carers/guardians are uninterested or undisturbed by an accident or injury;
- parents are absent without good reason when their child is presented for treatment;
- repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury);

- family use of different doctors and A&E departments;
- reluctance to give information or mention previous injuries.

Lookout for:-

- black eye(s) i.e. punch in the face;
- finger marks i.e. slap on the face cheeks, thighs or buttocks;
- facial bruises i.e. pinching or grabbing of the cheeks;
- facial cuts or grazes;
- bruised nose;
- bruised or cut lips;
- bruising on or near the ears i.e. caused by grabbing the ears;
- bruises and grazes to other parts of the body;
- grip marks on arms
- teeth marks;
- cigarette burns;
- burns or scalds;
- Pupil experiencing pain when a part of the body is touched i.e. due to fractures.

Note: Some of these can also happen accidentally e.g. a pupil falling down can get bruises on their arms and legs or get grazing on their faces even a black eye if their face falls on an object. Some areas of the body are unlikely to get injured/burnt in accidents e.g. inside of the arms or genitals. If abuse is possible, then the pupil's explanation should be examined to see if it matches the nature and severity of the injury. The frequency of the injuries should also be considered

11.3 Sexual abuse:

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit 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.

Lookout for: -

- aches or pains in the genital or anal areas;
- a fear of medical examinations;
- bruising (including grip marks) anywhere near the genital or anal areas including lower abdomen and thighs;
- urinary tract infections;
- sexually transmitted disease;
- promiscuity;
- a fear of being alone;
- detailed sexual knowledge inappropriate to the age of the child;
- excessive affections (even sexual) towards other children or adults;
- masturbation in public places;
- sexually explicit drawings or scribbling;
- pupil trying to disclose some information about the sexual abuse (sometimes they will only give partial information);
- a sudden loss of appetite;
- compulsive eating.

11.4 Child sexual exploitation:

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

11.5 Emotional abuse:

Emotional Abuse: is actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. 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.
All abuse involves some form of emotional ill treatment - this category should be used where it is the main or sole form of abuse.

Possible signs are:

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a pupil withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other pupils
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

11.6 Honour based Violence(KCSIE Sept 2018)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation). All Staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

11.7 Female Genital Mutilation (FGM): Educating our pupils

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.

FGM is extremely traumatic, can be fatal, and has significant short and long term medical and psychological implications. FGM causes physical, psychological and sexual harm which can be severely disabling. It is illegal in the United Kingdom. FGM is a deeply rooted tradition, widely practiced mainly among specific ethnic populations in Africa and parts of Asia, which serves as a complex form of social control of women's sexual and reproductive rights. The school does not promote the practice of FGM. Our pupils will be educated on FGM through the PSHCE & RE Programme of studies as it is imperative for future adult life.

11.8 Prevalence of forced marriages: Educating our pupils

No major world faith condones forced marriage. The freely given consent of both parties is a prerequisite of all Christian, Muslim, Jain, Sikh and Hindu marriages. This is also the view Tawhid Boys School will promote.

The majority of cases reported to date in the UK involve South Asian families, but there have been cases involving families from across Europe, East Asia, the Middle East and Africa. Some forced marriages take place in the UK with no overseas element, while others involve a partner coming from overseas or a British national being sent abroad. Our pupils will be educated about forced marriages through the RE and PSHCE programme of study.

12 Recognising extremism and radicalisation

Section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015") places a duty on schools to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Also,School must have regard to statutory guidance issued under

section 29 of the CTSA 2015, paragraphs 57-76 of the Revised Prevent duty guidance: England & Wales.'Having due regard' means that schools should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

The following guidance provides examples of potential indicators for assessing an individual's vulnerability to being drawn in terrorism. The examples are not exhaustive and vulnerability may manifest itself in other ways; there is not a simple profile. The 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). Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate in carrying out its functions. Schools are listed under the CTSA 2015 as partners required cooperating with local Channel panels

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 friends involvement in extremism
- being at a transitional time of life
- being influenced or controlled by a group
- relevant mental health issues

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.

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 mindset 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.

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.

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).

13. Online Safety

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 or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify intervene in and escalate any incident where appropriate.
The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

• **content**: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;

• **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and

• **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying. (KCSIE, Sept 2018)

The School's E-Safety Policy sets out a clear framework on the use of all technology in the school, how safety is managed to minimise the risk and any potential harm. All Staff are also inducted on the E-safety Policy annually

14. Further information

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

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.

15.1 Looked After Children (LAC)

Looked After Children are particularly vulnerable - the most common reason for children becoming looked after is as a result of abuse and/or neglect. The DSL will ensure that staff have the skills, knowledge and understanding necessary to keeping Looked After Children safe. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child. The DSL will keep details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

15.2 SEND PUPILS

The School recognises that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

To ensure that all of our students receive appropriate protection, we will give special consideration to children who are:

- disabled or have Special Educational Needs;
- living in a domestically abusive situation;
- affected by parental substance misuse;
- asylum seekers;
- regularly absent from school;
- attending alternative provision or subject to a managed move;
- living away from home (frequent movers);
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- living a transient lifestyle;
- living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- involved directly or indirectly in prostitution or child trafficking;
- speakers of another first language;
- children that are subject to a Child Protection Plan;
- children that may be vulnerable to messages of violence and extreme ideologies.

15.3 Children missing from education(CME)

A child going missing from education is a potential indicator of abuse or neglect. The School 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.

The School will inform the Local Authority (LA), in line with LA procedure of any students who is going to be entered and deleted from the admission register where they:

- have been newly registered into the school;
- have completed their scholling at the age of 16
- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the GP or medical practitioner as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age;
- have been permanently excluded.

This will be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register.

The School will inform the Local Authority of any student who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 5 school days or more, at such intervals as are agreed between the school and the Local Authority (or in default of such agreement, at intervals determined by the Secretary of State, 10 school days). The School will work closely together with the Local Autority to fulfill its obligations as set out in the statutory Guidance for local autorities "Children Missing Education September 2016".

16. School Procedures regarding the Protection of Children under its supervision:

Key consideration: The confidentiality, care and welfare of the child are of paramount importance

16.1 Initial Cause for Concerns

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 use the Cause for Concern Form to record early concerns of any nature – suspected abuse or concerns relating to extremism – and hand it to the Designated Senior Person.

16.2 Referral to Children's Social Services

Any member of staff, who has reason to suspect that a child has been ill-treated, injured or is at risk for whatever reason should immediately inform:

Mr. U Mapara - Designate Safeguarding Lead (DSL)
Mr. A Khan - Deputy Designate Safeguarding Lead (DDSL)
Mr. Y Rawat - Deputy Designate Safeguarding Lead (DDSL)
Mr. Y Hafesji - Link Governor for child protection& Safeguarding

If the Designated Senior Person(s) is unavailable or the member of staff determines that there is an imminent risk of abuse or harm to a young person, they may call Hackney Children's Social Care, police or the NSPCC

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 DSL by the end of the day
- 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.

Key contacts	**Contact Details**
Police (Stoke Newington)	020 7275 3281
Local Authority	City & Hackney Safeguarding Children Board
Designated Officer for; allegations against staff or disclosures about profession that work with children	Hackney LADO LiezelleRoux@hackney.gov.uk OR LADO@hackney.gov.uk (020 8356 4569)

If unavailable, call the Safeguarding Duty Service on 020 8356 8082 to leave a message

Advice and Referrals contact:
Any suspected immediate risk to any child or children should be responded to immediately and the case referred to the First Access Screening Team

FAST Team

020 8356 5500 Out of Hours call: **020 8356 2710**

For more details about the Hackney FAST Team please see Appendix 3

16.3 Disclosures of abuse

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
- 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
- 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

Following the conversation the staff will:

- report verbally to the DSL 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 DSL
- seek support if they feel distressed.
    - tell the student what will happen next - the student may agree to go to see the DSL otherwise it is the duty of the member of staff to inform the DSL of what has been discussed (if the student does agree to go and see the DSL, the staff member should inform the DSL that the child will be coming to see them at some point).

The DSL will then decide what course of action should be taken. The contents of the form may be used in the following ways:

a) Immediate referral to First Response Team or LADO.
b) Kept for future reference if suspicions of original referral maybe "gut feeling" rather than supported by evidence.

c) Filed securely marked in a folder with the DSL to ensure that further monitoring of the child will take place.

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.

Notifying parents
The School will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Childrens Social Services and The LADO.

16.4 School Procedure regarding the management of situations where there are allegations of abuse made against other children (Peer 0n Peer Abuse)

At Tawhid Boys School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:
• is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
• is of a serious nature, possibly including a criminal offence
• raises risk factors for other pupils in the school
• indicates that other pupils may have been affected by this student
• indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse
• violence, particularly pre-planned
• forcing others to use drugs or alcohol

Emotional Abuse
• blackmail or extortion
• threats and intimidation
• Bullying (could take all forms)
Sexual Abuse / Sexual Harassment
• indecent exposure, indecent touching or serious sexual assaults
• forcing others to watch pornography or take part in sexting

Sexual Exploitation
•encouraging other children to attend inappropriate parties
•photographing or videoing other children performing indecent acts

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

Minimising the risk of safeguarding concerns towards pupils from other students
On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves. These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do
When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

16.5 School Procedure regarding the management of situations where there are allegations of abuse against Staff:

If anyone makes an allegation that any member of staff (including any volunteer or governor) 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 Local Safeguarding Children's Board

- The Headteacher, rather than the DSL will handle such allegations, unless the allegation is against the Headteacher, when the Chair of Governors will handle the School's response.

- The Headteacher and/or Chair of Governors must discuss the allegation with the Local Authority Designated Officer (LADO). The full procedures for dealing with allegations against staff can be found in the Local Safeguarding Children's Board policy on allegations against staff and Statutory Guidance produced in 'Keeping children safe in education', Sept 2016.

- 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.

- The School 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.

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.

In the event of an allegation being made, the School 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.

16.6 Support for those involved in a child protection issue

The School will support students, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (DSL) who will keep all parties informed and be the central point of contact
- nominating separate link people for the child and member of staff, where a member of staff is the subject of an allegation made by a student, to avoid any conflict of interest
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely

- offering details of help lines, counselling or other avenues of external support
- following the procedures laid down in the School's complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies

16.7 Record keeping

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. The information will be shared with those who need to have it. If information is removed from the file for any reason, a card will be placed indicating where the information has gone, when it was removed and who removed it.

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

16.8 Record transfers

It is imperative that relevant child protection information is forwarded to the new establishment as quickly as possible. Such information sharing should occur between Designated Safeguarding Leads and/or Principal as soon as possible and, in any event, within 5 days of the child's departure.

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

16.9 Access to Child Protection Files

The safety and welfare of a child must always be considered when making decisions about whether to share confidential information. Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that, individuals (including children and parents) do not have an **automatic** right to see them. Any child who has a Child Protection File does have the right to access their personal record, unless to do so would affect their health or well-being or that of another person, or would be likely to prejudice an ongoing criminal investigation.

Parents (i.e. those with parental responsibility in law) are entitled to see their child's Child Protection File, on behalf of their child, with the same exceptions applying as to the child's right to access. An older child may be entitled to refuse access to their parents. The School will take advice about information sharing with parents if they have particular concerns about doing so. However, it is generally good practice to share information held, unless there is a valid reason to withhold it, e.g. if by doing so would put the child at significant risk of harm. If a parent makes a request to access the file on the child's behalf, it should be done in writing.

Access to the information on file should be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the **welfare of the child is paramount**. It would be unlikely that every member of staff needs to know the details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case. Essentially, if someone receives information in *his/her professional capacity* and the person giving that

information *believes* it will be treated securely, and that belief is reasonable, then the recipient of the information will be *under a duty* to treat it securely.

17 Confidentiality

Staff cannot and should not propose total confidentiality and will act in accordance with the best interests of the pupil at all times.

If a pupil discloses information which is sensitive, not generally known and which the pupil asks not to be passed on, the request should be honoured, unless in doing so the teacher is unable to fulfil their professional responsibilities in relation to a) Child Protection and b) co-operating with the Police, c) referral to external agencies where a life is in danger.

All staff are expected to:

- ensure that information they receive about students is treated in a discreet and confidential manner
- seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them
- be cautious about passing information to others about a student.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles such that information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary

Records of concern and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

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.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

18. Complaints

The School complaints procedure will be followed where a student or parent raises a concern about child protection action.

Where staff or volunteers wish to raise concerns they should be raised with the School's management team under the Whistleblowing Policy.

19. Safer Recruitment

The School has a 'Safer Recruitment Policy' which outlines the procedures for the recruitment and selection of staff to the School. All staff should endeavour to follow this during the recruitment and vetting of new staff. The School will also adhere to the guidance set out in Keeping Children Safe in Education Part 3 (Sept 2018).

HR personnel are trained in Safer Recruitment and are responsible for ensuring that records, documentation and checks are conducted for all employees. For all appointments, there should be atleast one member of staff who should be trained for Safer recruitment

In particular, the School will:

- ensure that all posts are advertised, ensuring that the advertisement makes prospective applicants aware of the School'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 an application form is used and that C.Vs are not accepted;
- 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 one member of staff involved in the recruitment process has undertaken accredited safer recruitment training;
- ensure shortlisting is undertaken with reference to the person specification for the post;
- ensure that the necessary due diligence checks are completed before interview
- ensure two written references are sought on all shortlisted candidates, including internal ones, directly from referees before interview so that any concerns can be explored further with the referee prior to interview and taken up with the candidate at interview;(Sept 2016)
- 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.

The School will ensure that any appointment is conditional upon:

- receipt of two satisfactory references;
- verification of identity (through photographic ID and proof of address);
- verification of a certificate for an enhanced DBS check which will include barred list information, for those who will be engaging in regulated activity;
- a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- verification of the person's mental and physical fitness to carry out their work responsibilities;
- 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 if a teacher via the Employer Access Online Service;
- verification that a candidate is not subject to a Section 128 direction by Secretary of state for all Leadership and management roles
- 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.

The School will also ensure that the checking of each of these aspects prior to appointment is evidenced through a Single Central Record. The Single Central Record will cover the following people:

- all staff (including supply staff, and teacher trainees on salaried route) who work at the School;
- all members of the proprietor body
- all volunteers in regulated activity

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, and by Whom:

- an identity check;
- a barred list check;
- an enhanced DBS with Barred List check/certificate;
- a Teacher Prohibition Order from teaching check;
- a Section 128 direction made by Secretary of State for all Leadership & Management roles
- a further checks on people living or working outside the UK;
- a check of professional qualifications;
- a check to establish the person's right to work in the United Kingdom;and
- a Section 128 check (Governors / trustees / headteachers / members of SLT and Depatment heads)

A copy of the DBS Certificate will be retained for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep certificate information for longer than six months, the School will consult the DBS about this and will give full consideration to the Data Protection and Human Rights of the individual before doing so. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

20 External speaker and charities

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 the school.

21. Induction

- All staff will be required to read the latest guidance on KCSIE Part 1 and Annex A. The School will keep a register to ensure this has been completed by all staff.
- All staff will be informed of CP procedures at the beginning of each academic Year and made aware of shared document information. The school follows the procedures of City & Hackney LSCB.
- Any use of outside organisations, staff and agencies will be checked
- All staff will receive full training every three years, including training in inter-agency work by CHCSB or an approved provider.
- All new staff will receive specific instruction on indicators of abuse and procedures on arrival at school
- The school is aware of its legal duties to work with other agencies in protecting children from harm.

All staff will sign to confirm they have read a copy of the Safeguarding (Child Protection) Policy and KCSIE Guidance (Sept 2018) Part 1 and Annex A; stating that they have read, understood and have adopted the expectations and principles of safeguarding children and safer working practices.

22. Training

Designated Senior Persons will be expected to participate in training every two years. This will focus on identifying abuse, local reporting arrangements and disseminating refresher training to school staff.

All staff will participate in refresher training on safeguarding on a regular basis, an update at least once annually and when changes are in place. The School will provide training to all new staff during their induction (as outlined above). This training will focus on identifying and reporting abuse and neglect and safe working practices as well as the Schools Behaviour Policy, Procedures for managing children who are missing education and the staff code of conduct. The School CP Policy as well as the KCSIE (Latest guidance) will form an integral part of all such training.

Staff will be advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. As part of the training, staff will receive the Child Protection Policy and the Staff Code of Conduct. In line with induction procedures, all staff will sign to confirm they have received safeguarding training and a copy of the latest 'Keeping Children Safe in Education' Statutory guidance for Schools and colleges' and Child Protection Policy; stating that they have read, understood and have adopted the expectations and principles of safeguarding children and safer working practices.

Lead governors, the Headteacher and senior leaders will undertake Safer Recruitment training. This will enable them to participate in the recruitment of staff.

Safeguarding training will also include the core elements of the 'Workshop to Raise Awareness of Prevent' (WRAP) an interactive and facilitated workshop developed by 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
- Working with Multi Agencies and Channel awareness

Staff will also be encouraged to undertake the Channel general awareness online training module as a supplementary source of support.

Senior governors, the Principal and senior leaders will undertake safer recruitment training. This will enable them to participate in the recruitment of staff. They will also be expected to update and take latest advice from the government websites accessing up to date information on recognising, addressing extremism and radicalisation in young people.

23. Extended school and off-site arrangements

This policy is also applicable to all students undertaking extended activities. Where extended school activities are provided by and managed by the School, our own child protection policy and procedures apply.

If other organisations provide services or activities on our site, the School will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, the School will check that effective child protection arrangements and Health & Safety procedures are in place. Our Work Experience placements will all be vetted, risk assessed, and where required a Barred List check will be carried out to ensure the safety of our pupils
All organisations will be vetted to ensure students are not exposed to inappropriate political, extremist, controversial messages or activities.

24. Monitoring, Evaluation and Review

- The policy will be promoted and implemented throughout the School.
- The School Governors will review this policy annually.
- Staff meetings will be used to disseminate the policy, clarify any queries and explain key responsibilities.

The School Development Committee will monitor the implementation and effectiveness of this policy via regular reports to the committee by the DSL within the School.

Evaluation will be conducted through feedback:

- from students through the Shura (Council) and through Student surveys
- from staff through the Staff Meetings and staff Surveys
- Audit from members of the Local Safeguarding Children's Board (Section 11 Audit).

Appendix 1: Safe Working Practices

General Guidelines:

- 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 the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

All staff and volunteers at Tawhid Boys School have a responsibility to take action to ensure that a child thought to be suffering or at risk of suffering harm should be reported to those who can take action to protect him.

Staff behaviour & Code of Conduct

Staff should be aware of their actions at all times and should ensure they do not put themselves at risk of allegations or harm. Staff should not communicate with pupils on social networks nor indulge in any other inappropriate form of communication with children.

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.

Rewards and gifts

All staff are expected to:

- ensure that gifts received or given in situations which may be misconstrued are declared immediately
- generally, only give gifts to an individual student 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 children 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.

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 the Head Teacher
- 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 head Teacher 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
- refrain from 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 the School 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 students including email, home or mobile phone numbers unless the need to do so is agreed with a senior leader
- any communication with students which may be construed as grooming
- making any visual recordings of students (still or moving) without the prior consent of the Head teacher
- using any personal equipment when communicating with students.

For the purposes of exchanging coursework or homework only, it is permitted for staff to exchange their school email address with students. 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 the School:

- security software will be installed on all PCs, laptops and the network to filter inappropriate internet sites
- security software to 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 the School
- 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 the expectations in the Acceptable Use of ICT agreement to all students
- 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 students, inadvertent or deliberate, to unauthorised or inappropriate sites immediately to Mr Rawat the ICT Coordinator
- be vigilant for signs of, and report, any instances of cyber-bullying to Mr Rawat
- take extreme care to ensure that students 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 Mr Rawat as soon as possible. All staff must follow the School E-Safety Policy

Physical contact

All staff are expected to:

- refrain from touching students in a way which may be considered as indecent or for the gratification of the adult or the student
- avoid any gratuitous or unnecessary physical contact with students (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 students, 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 the Schools agreed 'Rewards and Sanctions Policy'
- ensure parents are informed of all sanctions avoid the use of sarcasm or demeaning and insensitive comments towards students.

Please see the Behaviour Policy and Rewards and Sanctions for full details on behaviour management strategies upheld by the School.

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.
Please see the Use of Reasonable Force document attached for full guidance.

One-to-one situations

All staff should:

- avoid meeting with students in remote, secluded areas of the school
- 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 a senior leader.

Intimate care

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

- take account of the 'Supporting Students with Medical Conditions' Policy
- adhere to a care plan agreed with parents for students requiring intimate care
- encourage students 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
- share the need for intimate care with parents, if irregular or unexpected.

Toileting, Showering and Changing

General Principles:

- shower facilities should be separate, clean and well-maintained so that students' health and safety, privacy and dignity are not put at risk
- suitable toilet and washing facilities should be provided for the sole use of students
- suitable changing accommodation and showers should be provided for pupils
- as far as possible, members of staff should supervise or assist students of the same sex

All staff are expected to:

- avoid any physical contact when children are in a state of undress
- avoid any visually intrusive behaviour where there are changing rooms
- announce their intention of entering
- avoid remaining in the room unless a student's needs require it (judgement will be based on the age and development needs of the students)
- take into account the needs of students from different religions, beliefs and cultural backgrounds.

All staff must not:

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

When off-site showering and changing arrangements are in place:

- the above guidance will apply
- students will not share changing/toilet facilities with members of the public
- and changing facilities are shared with students from another school, adults from both schools will make appropriate arrangements and properly risk assess together.

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 the visual access to their door temporarily, they must be able to justify doing so on child protection grounds and must ensure that there is a second member of staff in the classroom at the time.

Administration of medication

In dispensing medication to students, staff should:

- Take account of the school's First Aid Policy
- Ensure that they are authorised to dispense medication
- Ensure that parental consent has been secured and recorded
- Ensure that all medicines are stored in a locked cupboard, or if refrigerated, in an area not accessible to students
- Record the storage, dispensing and disposal of medication
- Not force a student to take medicine if they refuse to do so - in such a case, parents should be informed immediately and emergency services called if needed.

Staff must also ensure that all personal medication is stored securely in a lock area at all times.

Transporting students in staff cars

Students should only be transported in staff cars as a matter of last resort – where alternative modes of transport are unavailable and only when the student is not distressed in any way. Normally, this will mean when taking students home – trips should not be planned with the intention of using staff vehicles for transport. In transporting students using a staff vehicle:

- the consent of a senior leader should be secured on each occasion
- the member of staff should travel with a colleague, if at all possible
- the member of staff should have 'Business' car insurance on their vehicle
- the member of staff should ensure that the car is roadworthy
- the student should sit at the back of the car – and must wear a seat belt

Appendix 2

Confidential Safeguarding Record form Staff Logging

STAFF :LOG FORM

Child Protection Concerns to be logged by general staff

Name of Pupil: _____ Year:_____

Date	Incident / Concern	Staff Name

Confidential Safeguarding Record form DCPC Log

DCPC LOG FORM *(follow up from staff log)*

Name of Pupil: _____ Year:_____

Date	Action	DCPC Signature

REFERRAL FORM

Confidential Safeguarding Record form for Referral

Name of Pupil: _____ Year:_____

Name and position of person completing the form

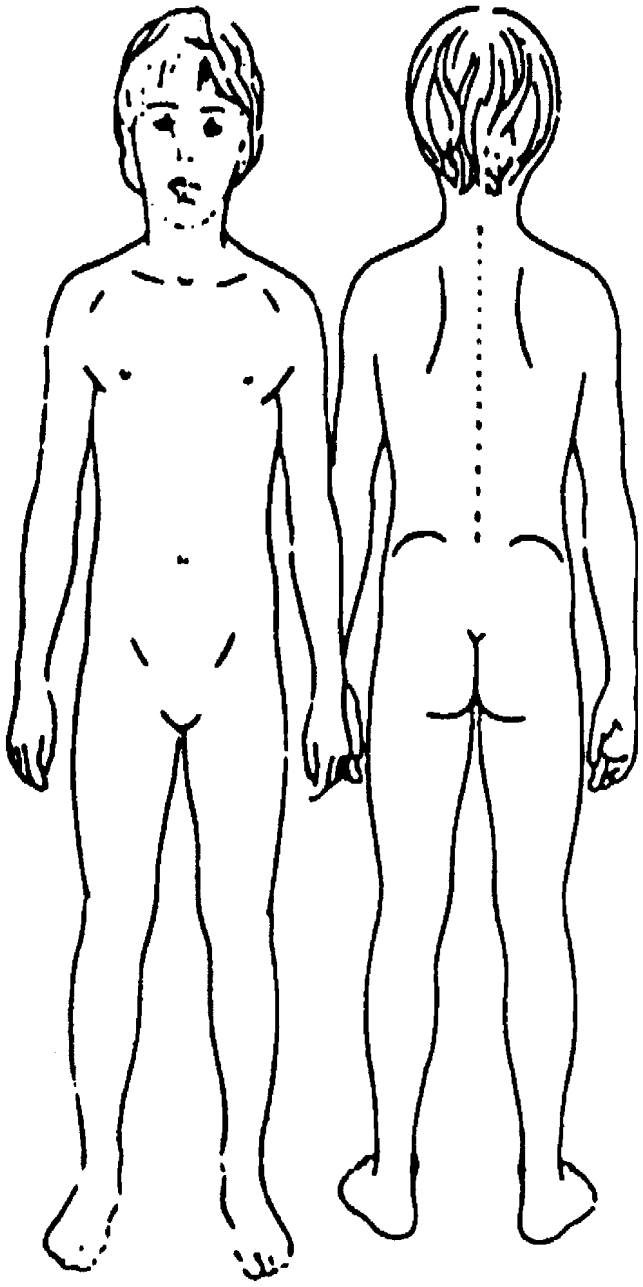
_____

Date and time of incident	
Incident	
Names of witnesses and any other information	Action taken
Signature	Date and time of form completion

Confidential
Safeguarding
Record form
Body Map

Name of Pupil: _____ Year:_____

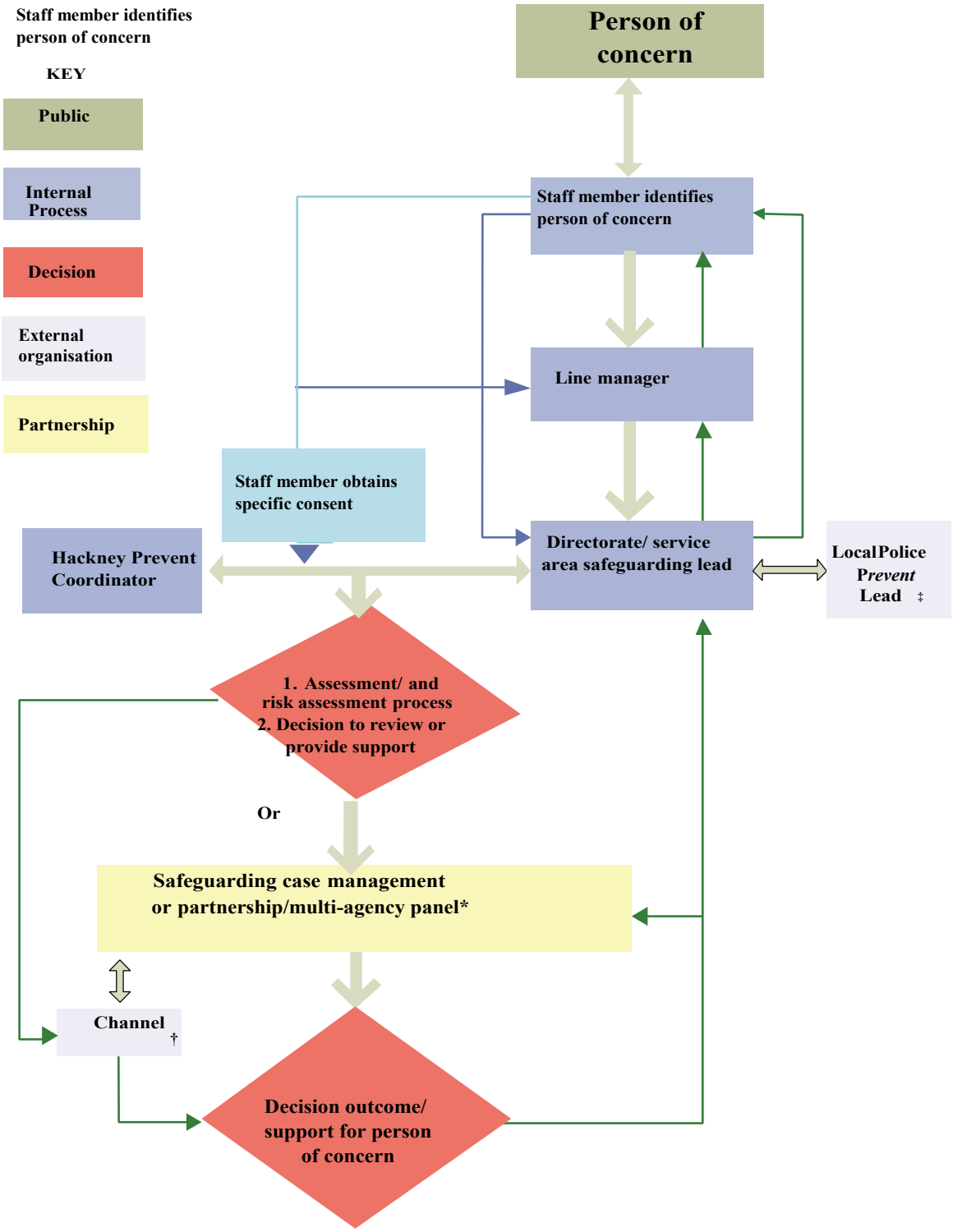
Date of birth: _____



Signature	Date and time of form completion

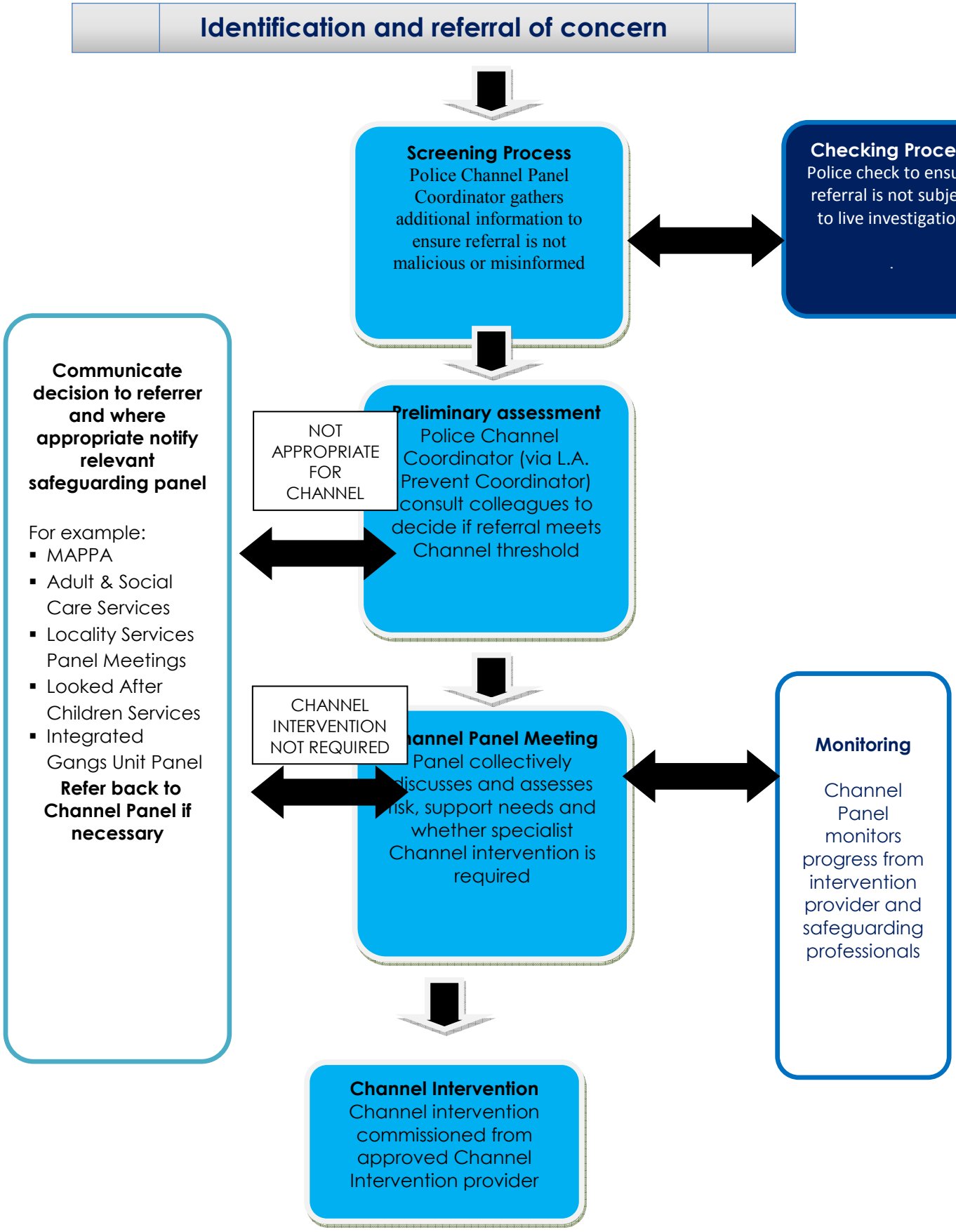
APPENDIX 3

Raising Prevent escalation process



* To include representatives from other public sector services, Homerton NHS, education, social care, other local authorities etc.
† The Channel Panel provide a mechanism for supporting individuals who may be vulnerable to terrorist related activity by assessing the nature and the extent of the potential risk, agreeing and providing an appropriate support package tailored to an individual's needs. Channel is a multiagency panel chaired by the Head of Safer Communities.
‡ This is an advisory role and it will be at the discretion of safeguarding leads to contact police *Prevent* leads for advice and support as necessary.
§ The Prevent Coordinator and Police *Prevent* leads can also assist with advice on risk assessment procedures.

Channel process flowchart



PREVENT REFERRAL FORM TO BE USED

Hackney

Prevent Referral Form

DETAILS OF THE INDIVIDUAL BEING REFERRED	
Name of the individual	**Has the individual consented to be part of this process?**
Date of birth	**Does the individual have mental capacity? (i.e. are they able to make decisions for themselves)**
Address	**Gender**
	Religion /Non faith
	Children in household y/n

DETAILS OF THE REFERRING ORGANISATION	
Name of the organisation making the referral	**Date of the referral**
Name of staff contact	**Contact number**
Secure email address	

REFERRAL FACTORS
Please give a short description as to why the referral is being made and explore the following three supporting questions:
SHORT DESCRIPTION
ENGAGEMENT - Is there any information to indicate that this individual is showing any signs of becoming involved with a group, cause or ideology that justifies the use of violence and other illegal conduct in pursuit of its objectives?

INTENT - Is there any information supporting that this individual has indicated that they may be willing to use violence or other illegal means?
CAPABILITY - Is there any information supporting what this individual may be capable of doing?

APPENDIX 4

Contacting Hackney Children's Social Care (FAST)

The First Access and Screening Team within Hackney CSC is part of the Access, Assessment and Family Support Service. It is the team professionals and members of the public contact if there are concerns about children's welfare that may require a statutory social work response.

If you have safeguarding concerns about a child who lives in Hackney you can contact the FAST Team directly during office hours 9-5 Monday-Friday except Bank Holidays (Tel: **020 8356 5500**, OR – **020 8356 4844** Fax: 020 8356 5516).

If you need to contact Hackney CSC about an urgent safeguarding issue outside office hours please call **020 8356 2710**; you will speak directly with a Children's Social Care manager.

If you know the child concerned is already receiving input from CSC you should contact the allocated social work unit directly.

The relevant page on Hackney Council's website is:
http://apps.hackney.gov.uk/servapps/hackneydirectory/details.aspx?OrgID=2612

Referral forms can be emailed to FAST on FAST@hackney.gov.uk
Secure versions of this email address are
FAST@hackney.gov.uk.cjsm.net and FAST@hackney.gcsx.gov.uk

If you think you may need to make a referral you are welcome to call the FAST Team to discuss your concerns. Professionals should of course consult with their organisation's safeguarding lead but if still unsure as to whether the threshold is met for statutory social work involvement or if the matter seems urgent then please call FAST to discuss your safeguarding concerns.

If you need to contact Hackney CSC about an urgent safeguarding issue outside office hours please call **020 8356 2710**; you will speak directly with a Children's Social Care manager.

If you think a child may need enhanced support then please refer to the New Hackney Child Well-being Framework http://trustnet.learningtrust.co.uk/Safeguarding/Documents (scroll to N)

The Service Manager responsible for FAST Team and Out-Of-Hours CSC is:
Frida Lannemyr 020 8356 5850

All staff email addresses are as follows: Forename.Surname@hackney.gov.uk
Children's Social Care are based at Hackney Service Centre, 1 Hillman Street, E8 1DY

Waltham Forest: MASH TEAM

Multi agency safeguarding hub (MASH)
Phone: 020 8496 2310 (Monday - Thursday 9am-5.15pm and Fri 9am-5pm)
Mob: Tel: 020 8496 3000 (Out of Hours)
Fax: 020 8496 2313
Email: MASHrequests@walthamforest.gov.uk

Early Help Division & Troubled Families
The London Borough of Waltham Forest
Second Floor – Multi Agency Safeguarding Hub (MASH Service)
Juniper House
221 Hoe Street
Walthamstow
E17 9PH

Tel: 0208-496-5189
Email: Tanya.Blake@walthamforest.gov.uk

Alternative contacts:

MASH Duty Tel: 0208-496-2310
MASH Referral E-mail: MASHrequests@walthamforest.gov.uk.cjsm.net
Pearl Archibald – Early Help Support Duty Manager
Tel: 0208-496-6320
Email: Pearl.Archibald@walthamforest.gov.uk

James Thompson – MASH Team Manager
Tel: 0208-496-2317
Email: James.Thompson3@walthamforest.gov.uk
Children Social Care Reception: 0208-496-1380/2117