SAFEGUARDING AND CHILD PROTECTION POLICY

2025-26

Review Date	Changes made/Details of action plan
September 2020	All links checked and updated; Addition of COVID-19 Safeguarding link, change of link for KCSIE to 2020, staff must read KCSIE added & 5 new bullet point added to reflect What school and college staff should know and do from KCSIE Part 1 2020, paragraph explicitly naming supply staff, etc needing to follow this policy; bullet point relating to CCE, CSE, County Lines; extra bullet point about risks within wider community; links added – information sharing; section added regarding when to call the police; updated Escalation Policy link, paragraph added for safer recruitment DBS & Section 118 checks; agency, supply and contractors referenced; reference to calling police; CSE section added CCE; Mental Health section added
June 2021	Policy reviewed and updated in line with Ofsted review of sexual abuse in schools. July 2021: Addendum to child protection policy – peer on peer abuse
September 2022	Policy reviewed and updated in line with KCSIE September 2022 – see back of policy
September 2023	Policy reviewed and updated in line with KCSIE September 2023 – see back of policy All links updated where appropriate. Updated staffing. Reference to filtering and monitoring added. Bullet point added relating to SEND. Bullet point added relating to online access and filtering service. Bullet point added relating to governor's safeguarding training. Paragraph added about LGBT. Reference made to pastoral care. Clear guidance on roles and responsibilities of DSL and IT support. Reference added regarding filtering. CME wording changed. New link added regarding community activities and afterschool clubs. New section added on organisations or individuals using school premises.
September 2024	Policy reviewed and updated in line with KCSIE September 2024 – see back of policy All links updated where appropriate. P5 first 1, 2 & 8 bullet points in key elements added; P6 Our Approach Children's Act 1989 & 2004 added; P7 Pupil Voice added; P9 section on Early Help; Exploitation added to Abuse and Neglect; P11 see or hear and witnessing domestic abuse effects children; P14 wording re: keeping files to 25 years; p24 Online Safety Act 31.01.2024; P29 additional para Children and the Court System; P31/32 definitions of Extremism, Radicalisation and Terrorism
September 2025	Policy reviewed and updated in line with KCSIE September 2025. Updated information in regards to: content, contact, conduct, commerce. Update in title - Children who are lesbian, gay, bisexual, or gender questioning Paragraph added to include Cass review. Paragraph strengthened to include 'school's taking a cautious approach'. Added reference to the Prevent risk assessment. Alternative provision added. link to working together to improve school attendance. Updated to include 'embed a culture of openness, trust and transparency'

Date of Last Review	September 2025
Date of Next Review	September 2026
Review period	1 Year

Tayyibah Girls School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

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Key Safeguarding Information

Key Staff	
Designated Safeguarding Lead	Mrs Amreen Jameer 0208 880 0085 ajogiat@tayyibah.org.uk
Deputy Designated Safeguarding Lead	Mrs G Yusuf Gyusuf@tayyibah.org.uk
E-safety	Mrs Rukhshana Boolaky Rboolaky@tayyibah.org.uk
Lead Governor for Safeguarding and Child Protection	Molana Zakaria Maljee Ashraf Patel
Prevent Leads	Mrs G Yusuf
Prevent Curriculum Lead	Mrs G Yusuf
Lead Governor for Prevent	Ashraf Patel
Appropriate Adult	Amreen Jameer

Key Contacts	
Police	999/101/020 7275 3281
London Borough of Hackney Children Social Care	Hackney Learning Trust Safeguarding Team 020 8356 5500
Local Authority Designated Officer (LADO)	Liezel-Le-Roux Hackney LADO 020 8356 4569 e: Lado@hackney.gov.uk
Hackney First Access Screening Team (FAST)	Phone: 0208 356 6956 E-mail: Fast@hackney.gov.uk
Emergency Duty Social Worker - out of hours service (5pm – 9am)	Phone: 0208 356 2710
Children Missing in Education Team	Hackney Learning Trust Billy.Baker@learningtrust.co.uk 0208 820 7060
LCSB website	http://www.chscb.org.uk/ City and Hackney Safeguarding Children Partnership (CHSCP)
Extremism: Prevent Duty Leads in Hackney	Hannah Gold, Met Police Prevent Engagement Officer Hackney 020 7275 4086, hannah.d.gold@met.pnn.police.uk Paul Kelly, Head of Wellbeing and Education Safeguarding 020 8820 7375, paul.kelly@learningtrust.co.uk Tracey Thomas, Hackney PREVENT Coordinator 020 8356 8104, tracey.thomas@hackney.gov.uk or prevent@hackney.gov.uk or tracey.thomas@org.cjsm.net Police: 101 (non-emergency calls)
Extremism: DfE dedicated helpline for non-emergency advice for staff and governors	020 7340 7264 Counter-extremism@education.gsi.gov.uk

FGM Reporting	Hackney Children's Social Care, 020 8356 5500 (Mon – Fri, 9am to 5pm) or 020 8356 2710 (out of hours) NSPCC FGM Helpline, 0800 028 3550 Crimestoppers, 0800 555 111 Police, 999 (emergency) or 101 (non-emergency)
NSPCC's Whistleblowing Helpline	0800 028 0285

School Record of Safeguarding Training:

Type of Training:	Date completed:	Next due date:
Whole School Safeguarding Training (Due every three years)	September 2025	September 2026
Senior Designated Safeguarding Lead (DSL) (Due every 2 years)	November 2023	November 2025
Deputy Senior Designated Safeguarding Lead (DSL)(Due every 2 years)	May 2024	May 2026
Lead Governor for Safeguarding training (Due every 2 years)	May 2024	May 2026
Whole School Staff Refresher/updates (Annual)	September 2025	September 2026
Safer Recruitment Training Ashraf Patel & 23/09/21 (Due every 5 years)	September 2021	September 2026
GB Training	September 2024	September 2025

Key Documentation (including hyperlinks)

Keeping Children Safe in Education (DfE September 2025)
Working Together To Safeguard Children 2023
What To Do If You're Worried A Child Is Being Abused (DfE 2015)
Disqualification Under the Childcare Act 2006
Prevent Duty Guidance for England and Wales
DBS Identification Checking Guidelines
The Use of Social Media for Online Radicalisation (Home Office, 2015)
Promoting Fundamental British Values Through SMSC
Regulated Activity in Relation to Children (DfE 2016)
Teacher Status Checks - Employer Access Online
Guidance for the Employment Of Overseas Applicants
Guidance for the Employment of Overseas Trained Teachers
Inspecting safeguarding in early years, education and skills settings
Data Protection Act (2018)
Sex Offences Act 2003 and Voyeurism (Offences) Act 2019
Guidance for safer working practice for those working with children and young people in education settings (May 2019)
Teaching online safety in schools (June 2019)
Information sharing – advice for Practitioners

INTRODUCTION AND AIMS

At Tayyibah Girls school we understand that as teachers and a school we are answerable above all to Allah (SWT), we all have a duty to protect children and young people from harm and that these children and young people are a Trust and Amanah entrusted to us by the parents and guardians

Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether this is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

This policy is written with regard to

- Department for Education (DfE) guidance "Keeping Children Safe in Education" issued in September 2025;
- Home Office guidance "Channel: Protecting Vulnerable People From Being Drawn into Terrorism" issued in 2015;
- Home Office guidance "Prevent Duty Guidance in England and Wales" issued in 2015 and the associated 'The Prevent Duty: Departmental advice for schools and childcare providers' subsequently issued by DfE in 2015;
- Home Office guidance "Channel: Vulnerability Assessment Framework" issued in 2012;
- DfE guidance "Working Together to Safeguard Children" issued/revised in 2023;
- 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;
- It applies to all governors, teaching, non-teaching, supply staff and volunteer members of staff
- Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children. In line with this requirement, Tayyibah Girl School have systems in place which are designed to:
- prevent unsuitable people working with, or coming into contact with students within school;
- promote safe practice and challenge poor or unsafe practice;
- identify students who are suffering or likely to suffer *significant harm*[1] 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;

[1] 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.

- contribute to effective partnership working between all those involved with providing services for students.

There are three main elements to the Safeguarding (Child Protection) Policy:

- prevention – a commitment to early help and identification of unmet needs and vulnerabilities and partnerships with agencies to promote the welfare of students and keep children safe;
- protection - all staff and volunteers are trained to recognise and respond to abuse and neglect and are expected to be vigilant and act quickly when they suspect a child is suffering, or is likely to suffer, harm (in line with the Local Safeguarding Children's Board procedures);
- support – recognition of the sensitivity and complex nature of safeguarding and child protection, ensuring that students, staff and families are supported appropriately.

Aims

- To ensure that all practices of Tayyibah Girls 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, supply staff and volunteers and governors.
- To detail the procedures to follow to ensure the safe recruitment of staff, governors, supply staff and volunteers to Tayyibah Girls School.
- To outline the safe working practices that all staff, governors and volunteers should undertake when working with young people at Tayyibah Girls School.
- To communicate clear procedures for identifying, reporting and recording of suspected cases of abuse, extremism and radicalisation.
- We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers, parents and governors, have a full and active part to play in protecting our pupils from harm.
- We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children
- All staff including teaching and non-teaching staff, temporary and supply staff, clerical and domestic staff, volunteers and staff working on site employed by other services and agencies and those working with children and families in the community have a statutory responsibility to safeguard and promote the welfare of children and must be aware of and fully conversant with this policy. When referring to staff in this policy we are including any person who is working within the school, e.g. supply teachers, agency staff, volunteers. All staff must read KCSIE September 2025 Part 1 alongside the Child Protection & Safeguarding policy, Health & Safety Policy, Behaviour Policy, Mental Health & Wellbeing Policy, Whistle Blowing Policy and Code of Conduct which are published on our website and must follow the school's procedures and guidance at all times.
- The Governing Body requires that all staff will know and understand this whole school policy for child protection and safeguarding children and their responsibility to implement it. Staff must, as a minimum, have read and understand Part One and Annex B of KCSiE. The Senior Leadership and Governors will ensure that they have read and understand KCSiE.
- All staff must read and ensure they understand Part One of KCSiE and Annex B. Those staff that do not work directly with children must read and ensure they understand either at least Part One or Annex A of KCSiE

Our policy is based on the following key elements:

- The Schools' Staff are part of a wider safeguarding system for children, and we work closely with other professionals and the wider community to safeguard children;
- Safeguarding of children (anyone under the age of 18) is everyone's responsibility and everyone who comes into contact with children has a role to ensure they are safeguarded;
- We will endeavour to protect children from maltreatment, preventing impairment of children's mental and physical health or development; ensuring there is an understanding that both mental and physical health are relevant to safeguarding;
- Ensuring that children grow up in a safe and caring environment;
- Take action to enable all children to have the best outcomes;
- Provide a safe and supportive environment for children to grow and develop in school;
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe, including on-line;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse including FGM, slavery, trafficking and exploitation;
- Supporting pupils who have been abused, in accordance with his/her agreed child protection plan;
- Developing children's and staff's awareness of the Prevent Agenda

Who is Responsible for the Policy

- The Governing Body has overall responsibility for the development and effective operation of this policy.
- The Governing Body will review the Safeguarding (Child Protection) Policy annually to ensure it is compliant with the latest national guidance.
- The Governing Body has delegated day-to-day responsibility for operating the policy to the Headteacher.

The Governing body's commitment

- Everyone who comes into contact with children and their families has a role to play in safeguarding children. Tayyibah Girls 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.
- Tayyibah Educational Trust is committed to providing 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 social care, the police, health services and other services (such as Channel co-ordinators/Police Practitioners where appropriate) to promote the welfare of children and protect them from harm.

Role of the Governing Body

The Governing Body is expected to:

- monitor the School's compliance with the Safeguarding (Child Protection) Policy and ensure that is provided to and read by all staff – including temporary staff and volunteers on induction;
- ensure all staff read at least Part 1 of Keeping Children Safe in Education (DfE 2025);
- have a lead person for safeguarding and child protection on the Governing Body who liaises with the Principal, Local Authority and/or partner agencies on these matters;
- ensure that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children (DfE, 2023) including providing a coordinated offer of early help when additional needs are identified, contributing to inter-agency plans to provide additional support to children subject to child protection plans and allowing the Local Authority to conduct a section 17 or section 47 assessment;
- 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 Safeguarding Partners;
- verify that the School operates safer recruitment procedures and fulfils its statutory duty to ensure 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 and Keeping Children Safe in Education (September 2025);
- ensure that a member of the Governing Body is nominated to liaise with the Local Authority and partner agencies in the event of an allegation being made against the Principal;
- ensure the Staff Code of Conduct is upheld and provided to all staff including temporary members of staff;
- ensure that a senior leader(s) (Designated Safeguarding Lead) 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 and where appropriate Channel co-ordinators/Police Practitioners;
- ensure that the Designated Safeguarding Lead(s) within school have regular training from the Local Safeguarding Children's Board;
- Ensure that a senior leader in the School is designated to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training. The designated safeguarding lead will have details of the pupils' social worker and the name of the virtual school head in the authority that looks after the child. The DSL will ensure appropriate staff have the information they need in relation to a pupils 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. They will also have information about the pupils care arrangements and the levels of authority delegated to the carer by the authority looking after him/her;
- ensure that the Designated Safeguarding Lead(s) 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 appropriate safeguarding procedures and responses are in place for children who go missing in education;
- ensure there are procedures in place to handle allegations against other children;

- ensure there is a clear accountability for the commissioning and/or provision of the services designed to safeguard and promote the welfare of children;
- ensure school 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;
- where services of activities are provided on the school premises by another body, ensure the body concerned has the appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the School on these matters where appropriate;
- ensure it considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or through sex and relationship education (SRE).
- All governors undertake safeguarding training on induction and at least annually to ensure they are up-to-date with any changes

Role and Responsibilities

Role of the Headteacher:

- ensure that the Safeguarding (Child Protection) Policy and procedures are implemented and followed by all staff;
- ensure the Designated Safeguarding Lead(s) is given the time, funding, training, resources 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/or to support other staff to do so – and to contribute to the assessment of children;
- be the case manager and liaise with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer;
- 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;
- 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;
- ensure the School has arrangements in place to fulfil its duty to have "due regard to the need to prevent people from being drawn into terrorism
- ensure the School has arrangements in place to monitor and respond to children who go missing from education;
- ensure the School fulfils its responsibility to complete a PREVENT Risk Assessment
- provide a signed annual report to the Governing Body.

Role of the Designated Officer

- The full responsibilities of the DSL and deputies are set out in their job description
- All safeguarding concerns, suspicions and disclosures are reported to the School's Designated Safeguarding Lead for Safeguarding and Child Protection.
- **The Designated Safeguarding Lead will:**
- have a working knowledge of how the Local Authority conducts 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 the Safeguarding (Child Protection) Policy and procedures and has read at least Part 1 of Keeping Children Safe in Education (DfE, September 2025), especially new and part time staff;
- be alert to the specific needs of children in need, those with Special Educational Needs;
- 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;
- work with the Governing Body in the annual review of the Safeguarding (Child Protection) Policy and procedures;
- 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;
- complete an annual PREVENT Risk Assessment;
- 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;
- consider whether it is appropriate to share any information with the new school or college in advance of a pupil leaving, in addition to the child protection file. Keeping Children Safe in Education, DfE September 2025, gives the example of information that would allow the new school or college to continue supporting a victim of abuse and have the appropriate support in place for the pupil's arrival;
- 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, ensuring secure transit and confirmation of receipt is obtained;
- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- understand the Channel Panel referral system;
- Ensure school staff are aware of 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.

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.
- At least one Deputy Designated Safeguarding Lead will be identified in school and trained to the same standard as the Designated Safeguarding Lead. The Designated Safeguarding Lead will, however, take lead responsibility;
- During term time, the Designated Safeguarding Lead and/or Deputy Designated Safeguarding Lead will always be available (during school time) for staff to discuss safeguarding concerns.
- Being aware of the requirement for children to have an Appropriate Adult (i.e. for Police investigations and searches). Consideration for PACE Code C 2019 (Updated 2020)

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 School Staff must 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;
- 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 unexplained new clothing or non-attendance;
- Any hint or disclosure of abuse about or by a child / young person;
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present);
- Any risks identified outside the family and from the wider community, e.g. gang culture;
- Information which indicates that the child is living with someone who does not have parental responsibility for them for a period of more than 28 days (Private Fostering);

All staff are expected to:

- read at least part one of the DfE guidance document 'Keeping Children Safe in Education' September 2025;
- be aware of systems within the School which support safeguarding (e.g. Safeguarding Policy, Staff Code of Conduct, identity and role of the Designated Safeguarding Lead);
- be familiar with, and implement, safe working practices outlined in this policy (see Appendix 2) and other school procedures;
- be familiar with and alert to the key indicators of abuse, neglect 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 Safeguarding Lead 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 Head; and if the concern is regarding the Head, then report this to the Chair of Governors;
- undertake regular safeguarding and child protection training;
- maintain an attitude of 'it could happen' here;
- 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
- Our systems which support safeguarding, including the staff code of conduct policy, the role of the Designated Safeguarding Lead (DSL), the behaviour policy, and the safeguarding response to children who go missing from education;
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment; the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play;
- know that the online services are filtered (via Fortinet)
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including statutory duties such as reporting FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

- How to raise a safeguarding concern or allegation in relation to a member of staff, volunteer or supply staff.
- How to implement appropriate pupil release procedures in line with the schools expectations to ensure the duty of care for children is transferred to parents/carer
- All staff must also be aware of and understand our filtering & monitoring expectations. Teachers should take heed of the DfE's Teaching online safety in school guidance.

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;
- ensure students are aware of the Safeguarding (Child Protection) Policy and the Designated Safeguarding Lead(s);
- provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of young people;
- include in the curriculum activities and opportunities for PSHE/Citizenship/SRE which equip students with the skills they need to stay safe from abuse (including recognising and managing risk, resisting pressures) and which will help them develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills; Covering relevant issues through Relationship Education and Relationship and Sex education and/or where delivered through PSHCE and Islamic Studies. We note that the Governments regulations which make the subjects of Relationships Education (for all primary pupils) and Relationships Sex education (for all secondary pupils) mandatory from Sept 2020
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly; plus Relationship and Sexual Education (RSE) requirements.
- We will take into consideration the wider community a child may come into contact with and whether the child is at risk extra-familial harm, including sexual exploitation, criminal exploitation and serious youth violence (County lines, Serious Violence and Knife Crimes, Child Sexual Exploitation, Child criminal exploitation) using CHSCB - Extra Familial Risk Protocol
- embed opportunities for children and young people to learn right from wrong, mix and share with children and value others' views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes;
- promote community cohesion through partnership work and community service activities;
- The use of technology has become a significant component of many safeguarding issues, for example, technology often provides the platform that facilitates child sexual exploitation, radicalisation and sexual predation and technology often provides the platform that facilitates such harm. Staff are made aware that technology is a significant component of safeguarding issues and abuse can take place concurrently online and in daily life. Online safety is an ongoing and interrelated theme that informs other policy and systems/processes.
- 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, including Fortinet software;
- This includes non-age-appropriate content, self-harm and suicide, sharing nudes or semi-nudes, cyberbullying, grooming, radicalisation, gaming (now identified by the World Health Organisation as a disorder), online gambling, inappropriate advertising, harmful online challenges/hoaxes and cybercrime. Our pupils will receive sessions to ensure they are aware of the risks associated above and how to report any concerns.

- The school will use filtering and monitoring results to inform policy and practice and will regularly review their effectiveness. All users are made aware that their online access is being monitored via staff training, staff handbooks, assemblies to pupils and computing lessons. All users report any concerns regarding filtering and understand that all school equipment is monitored;
- Tayyibah ensures that there is a robust filtering system in place to safeguard pupils for inappropriate content. The DSL supported by IT support/Executive headteacer will monitor and report any concerns. Staff are expected to report any websites accessed in school that are a cause for concern to the DSL/DDSL and also report any sites they cannot access that they feel are appropriate for use within the Schools. Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)
- 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;
- ensure that, wherever possible, every effort is be made to establish effective working relationships with parents and colleagues from other agencies;
- make arrangements for consulting with and listening to students 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.
- The governing body/proprietor will ensure that an annual review is undertaken of the school's approach to online safety, supported by an annual risk assessment that considers and reflects the risks pupils face online.

Safeguarding Information for Parents and Carers

- The School will ensure the Safeguarding (Child Protection) Policy is available publicly via the School 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 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 (as set out in the Home School Agreement).
- Children with special educational needs or disabilities (SEND) or other mental or physical needs can face additional safeguarding challenges. Staff and governors must be aware that all signs of abuse are investigated and not dismissed due to SEND or other needs.
- the online content that the schools allow children to access.

Description of Early Help -

- All staff are expected to identify when a child 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, staffs who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the City and Hackney Safeguarding Children Partnership (CHSCP) referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

What staff should do if they have concerns about a child:

- If staff (including advisors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL (or the person that made the referral) should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

What staff should do if a child is in danger or at risk of harm:

- If staff (including advisors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

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. Abuse can take many forms.
- **Special Educational Needs and/or Disabilities:** Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.
- For children with Special Educational Needs or Disabilities, support is given to children and parents as required e.g. a child might receive support from a teaching assistant to prepare additional visits to a new class to smooth the transition process. Parents of SEND children are offered appointments with the class teacher to discuss provision, additional support, to gain and share additional information on the child and family and share targets. The available evidence on the extent of abuse among disabled children suggests that disabled children are at increased risk of abuse, and that the presence of multiple disabilities appears to increase the risks of both abuse and neglect. The school will help parents and carers of children with disabilities to get the support they need and ensure that children understand personal safety issues.

Physical abuse:

- 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;
- inconsistent accounts for the cause of injuries.

Emotional abuse:

- 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.

Sexual abuse:

- 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
- voyeurism or exhibitionism (taking, or trying to take, any image (picture or video for example) under another person's clothing, without the other person's knowledge or consent, with the intention of viewing that person's genitals or buttocks, whether with or without clothing, in circumstances where the genitals, buttocks or underwear would not otherwise be visible. This is commonly referred to as 'upskirting' however, despite the name, anyone and any gender, can be a victim of upskirting. It is a serious offence.

Neglect and exploitation:

- 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.

Recognising extremism and radicalisation

- Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on schools to have "due regard to the need to prevent people from being drawn into terrorism". '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 way; there is not 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).

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 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

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).

Child Criminal Exploitation: county lines

- Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of 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 county lines are missing episodes in education, 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 2025).
- Child Sexual Exploitation & Child Criminal Exploitation Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information is available in Annex A of KCSIE. If, as a school, we are concerned a child is being sexually or criminally exploited we will follow the procedures set out in this document and make reference to the guidance provided by CHSCB on CSE and CHSCB - Gangs and Serious Violence. These Government guidances: Governmental guidance (CSE) and CCE, County Lines can be useful when considering cases of CSE and CCE.

Child Sexual Exploitation – Specific Guidance

- 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 is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Possible signs of child exploitation include:

  - children who appear with unexplained gifts or new possessions;
  - children who associate with other young people involved in exploitation;
  - children who have older boyfriends or girlfriends;
  - children who suffer from sexually transmitted infections or become pregnant;
  - children who suffer from changes in emotional well-being;
  - children who misuse drugs and alcohol;
  - children who go missing for periods of time or regularly come home late;
  - children who regularly miss school or education or don't take part in education;

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

Female Genital Mutilation – Specific Guidance

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

- The School is alert to the possibility of a girl being at risk of FGM, or already having suffered FGM
- **So Called 'Honour Based' Violence**: 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.

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';
- a 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

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;
- a prolonged absence from school 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, the School 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.
- Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures. Forced Marriage – Specific Guidance

  Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercionare not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

  Possible indicators that a pupil 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, aspirations or motivation
- a decline in punctuality which may be the result of having to "negotiate" their way out of the house
- running away from home
- no time allowed for extra-curricular activities
- family history of older siblings leaving education early and marrying early Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place;
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer;
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk; refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate.
- Refer to GOV guidance on 'The right to choose'.

Mental Health

- All staff, agency & supply staff and volunteers should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern about a child, they should use the safeguarding 'cause for concern' form to record their concerns and pass this on to the DSL. The DSL will liaise with the relevant staff regarding actions that should be taken. **Only**

appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Guidance and advice can be found via these links:

- Preventing and Tackling Bullying
- Mental Health & Behaviour in Schools
- Promoting Children and Young People's Emotional Health and Wellbeing

Children who are lesbian, gay, bisexual, or gender questioning

The DfE expects to publish the revised guidance on gender questioning children this summer. If published, we will signpost to this guidance in September 2025.

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder. It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience. As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff

Attendance

- Unexplainable and/or persistent absences from education is a safeguarding issue and must act as a warning sign to a range of concerns including neglect, sexual abuse, child sexual and child criminal exploitation particularly county lines. It may also be an indication of child-on-child abuse including bullying and sexual harassment or significant mental ill health concerns. It must not be seen as an isolated concern.
- Absence from education may increase known safeguarding risks.
- Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.
  Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. They should regularly review the alternative provision placements they make.

Contextual Safeguarding

- We recognise safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside of school. All our staff but particularly our Designated Safeguarding Leads (DSL's) will consider the context within which such incidents and or behaviours occur. We recognise this is known as 'contextual safeguarding' and will take into account by assessing whether wider environmental factors are present in a child's life that threatens their safety or welfare. In such cases we will work with safeguarding agencies and support the child and family as part of any referral process

Child on Child Abuse

- Tayyibah Girls School recognises that children are capable of abusing their peers. Child on Child abuse can take many forms, including (but not limited to) bullying, cyberbullying, hazing (initiation type violence), sexualised bullying and violence and sexting. The school is mindful that some potential issues may by be affected by the gender, age, ability and culture of those involved.
- We recognise that children are capable of abusing other children and that this can happen inside or outside of school and online. This includes intra-familial harm where it is necessary to ensure appropriate support is provided to siblings. Abuse will never be tolerated or passed off as "banter" or "part of growing up". We have a zero-tolerance approach.
- Tayyibah Girls School also recognises that Children and Young People are vulnerable to and capable of abusing their peers sexually. We consider any allegation of child on child sexual abuse seriously and do not tolerate or pass off harmful sexual behaviour as 'banter', 'just having a laugh' or 'part of growing up'. These allegations are managed in the same way as any other child protection concern and follow the same procedures, including seeking advice and support from other agencies as appropriate.
- Children and young people can experience harmful sexual behaviour in various settings. This includes at school, at home (or at another home), in public places, and online. At school, issues can occur in places which are supervised and unsupervised. For example, abuse may occur in toilets, corridors, changing areas, outside spaces such as the playground and when CYP are travelling home.
- Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the School's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures
- Child on child abuse can include: sexual bullying at school; being coerced to send sexual images; physical and sexual assaults and violence; child sexual exploitation and teenage relationship abuse. Gang-affected young women are particularly vulnerable to being sexually exploited for protection, status, drugs or money
- The School takes Child on child abuse seriously and all staff are clear that Child on child abuse should not be passed off as "part of growing up" or "banter".
- The School has put in place safeguards to reduce the likelihood of child on child allegations as outlined in Section 12 and is alert to the indicators of abuse;
- Incidents of child on child abuse will be dealt in line with the normal School safeguarding procedures
- In dealing with Child on child abuse, the School recognises
- that Child on child 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 Child on child 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 Child on child 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)..
- Additional barriers are faced by children who are lesbian, gay, bi or trans (LGBT). KCSIE highlights that: These children can be targeted by other children. It's vital you provide a safe space for these children to speak out and share their concerns with members of staff

How we seek to minimise the risk of harmful sexual behaviour

- We use relationships, sex and health education (RE or RSE and Health Education curriculum) to help our pupils understand, in an age-appropriate way, what harmful sexual behaviour is, including by peers. We teach them the knowledge they need to recognise and report abuse, including emotional, physical, and sexual abuse. We also teach them about the importance of making sensible decisions to stay safe (including online), whilst being clear that if a CYP is abused, it is never their fault
- Examples from Keeping Children Safe in Education include:
    - sexism
    - misogyny/misandry
    - homophobia
    - biphobia
    - sexual violence/harassment
    - healthy and respectful relationships
    - boundaries and consent
    - stereotyping
    - prejudice and equality
    - body confidence and self-esteem
    - how to recognise an abusive relationship (including coercive and controlling behaviour)
    - the concepts of, and laws relating to: sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM)
    - what constitutes sexual harassment and sexual violence and why these are always unacceptable together with sensitively reinforcing that the law is in place to protect children and young people rather than criminalise them.
  - We help our pupils to develop the skills to understand:
    - what constitutes harmful sexual behaviour
    - that such behaviour is not acceptable;
    - the possible reasons for such behaviour, and vulnerability of perpetrators;
    - that they must tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable – and must tell a trusted adult if they witness such behaviour towards others.
- We understand our pupils may not always feel able to talk to adults about peer-on-peer sexual abuse. To help them, we will encourage them to share their thoughts and opinions, respond to their concerns, and respect and listen to them. We want our pupils to feel confident that any concerns they raise will be responded to appropriately.

Further information to support parents and carers in relation to harmful sexual behaviour is available online, including on the NSPCC.

Digital Safeguarding (also known as-online safety/E-safety)

- It is essential that children are safeguarded from potentially harmful and inappropriate online material. The breadth of issues classified within digital safeguarding is considerable but can be categorised into four areas of risk. These are content, contact, conduct, commerce.
- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- We will ensure digital safeguarding is a running and interrelated theme when devising and implementing policies and procedures. This will include considering how digital safeguarding is reflected, as required, in all relevant policies. In addition, we will consider digital safeguarding whilst planning the curriculum, staff training, the role of the DSL and parental engagement.
- If a child, parent/carer or member of staff has a concern relating to online safety children are encouraged to report it
- Through our regular communication with parents, we will reinforce the importance of children being safe online.

The Use of AI

Schools will use the DfE published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.
The school has in place appropriate filtering and monitoring systems that are in line with the recommendations in the UK Internet Centre document Appropriate Filtering for Education Settings and in part, by the risk assessment required by the Prevent Duty
The Department for Education's filtering and monitoring standards set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs.

- schools can use the department's 'plan technology for your school service' to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them

Staff

- Our staff undertake annual safeguarding training where the different types of abuse and neglect are discussed; this includes information about harmful sexual behaviour and our expectations for staff vigilance about this and other potential types of abuse. Staff also receive updates on safeguarding issues throughout the school year, including about the nature and prevalence of harmful sexual behaviour, where appropriate.
- Those staff in 'governors' roles (Trustees) will receive safeguarding training from the Hackney Children's Safeguarding Board that equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at academies are effective and support the delivery of a robust whole school approach to safeguarding
- The School 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

Child on child Abuse: Sexting

- There are a number of definitions of sexting but, for the purposes of this policy, sexting is simply defined as images or videos generated by children under the age of 18, or of children under the age of 18, that are of a sexual nature or are indecent. These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know

Sexting may be categorised as:

- *Aggravated incidents of sexting* involving criminal or abusive elements beyond the creation of an image. These include further elements, adult involvement or criminal or abusive behaviour by minors such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a minor who was pictured
- *Experimental incidents of sexting* involve youths taking pictures of themselves to share with established boy or girlfriends, to create romantic interest in other youth, or for reasons such as attention seeking. There is no criminal element (and certainly no criminal intent) beyond the creation and sending of the images and no apparent malice or lack of willing participation.
- Young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a

person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. Under this legislation it is a crime to

- take an indecent photograph or allow an indecent photograph to be taken;
- make an indecent photograph (this includes downloading or opening an image that has been sent via email);
- distribute or show such an image;
- possess with the intention of distributing images;
- advertise; and
- Possess such images.
- Incidents of sexting will be dealt in line with the normal School safeguarding procedures
- In responding to a disclosure regarding sexting, the School will consider
    - Is the pupil making a disclosure about receiving an image, sending an image or sharing an image?
    - What sort of image is it? Is it potentially illegal or is it inappropriate?
    - How widely has the image been shared and is the device in their possession?
    - Is it a school device or a personal device?
    - Are there other pupils and/or young people involved?
    - Do they know where the image has ended up?
- In line with the revised Education Act 2011 and the Powers of Search Policy, the School may examine, confiscate and securely store a device if there is reason to believe it contains indecent images or extreme pornography. The School will not search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the pupil/young person unless there is clear evidence to suggest that there is an immediate problem
- If any illegal images of a child are found, the school will consider whether to inform the police. As a general rule it will almost always be proportionate to refer any incident involving "aggravated" sharing of images to the police, whereas purely "experimental" conduct may proportionately be dealt with without such referral, most particularly if it involves the child sharing images of themselves. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police. If an "experimental" incident is not referred to the police, the reasons for this should be recorded in writing. In making a decision to refer, the School will take into a range of factors such as the age of the victim, the level of coercion involved and the degree of nudity in the images.

If the image has been shared across a personal mobile device, the School:

- will confiscate and secure the device(s);
- will not view the image unless there is a clear reason to do so;
- will not send, share or save the image anywhere
- will not allow pupils to view, send, share or save the image

If the image has been shared across a school network, a website or a social network, the School:

- will block the network to all users and isolate the
- image; will not send or print the image;
- will not move the material from one place to another;
- will not view the image unless there is a clear reason to do so

Violence Against Women and Girls (VAWG)

- VAWG is defined as any act of gender–based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. VAWG is the umbrella term which brings together multiple forms of serious violence such as crimes

committed in the name of "honour"; domestic abuse; female genital mutilation (FGM); forced marriage; sexual violence, abuse, exploitation and rape; stalking; harassment; trafficking for sexual exploitation; prostitution. If members of staff have a concern about or knowledge of any VAWG incidents, they will share it immediately with the DSL with a view to referring to appropriate agencies.

Further Information of Specific Safeguarding Issues

- Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. The 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
  - teenage relationship abuse
  - trafficking
  - use of social media for online radicalisation

Recognising 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.
- 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.
- 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;
  - regularly absent from school;
  - vulnerable to being bullied, or engaging in bullying;
  - living in chaotic and unsupportive home situations;
  - children that are subject to a Child Protection Plan;

- children that may be vulnerable to messages of violence and extreme ideologies.

Children missing from Education CME

- A child going missing from education is a potential indicator of abuse of 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.
- School staff will follow the London Child Protection Missing Children for dealing with children that go missing from education, or have frequent repeated absences, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. The school will also follow the guidance Gov Statutory Guidance for Children Missing in Education
- The School will inform the Local Authority of any students who is going to be deleted from the admission register where they:
- 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 10 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)
- The DSL will notify the EAS (education attendance service) if they have any safeguarding concerns regarding the child.
- The school will ensure compliance with the guidance and regulations contained in the appropriate sections of the Keeping Children Safe in Education document and Working Together to Improve School Attendance.

Allegations by Children against other children

- Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the School'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.
- 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.
- The School recognises that the care of children and young people with sexually harmful behaviour is complex and the School will work with other relevant agencies to maintain the safety of the whole school community. The child protection procedures will be followed for both victim and perpetrator.

Responding a disclosure

- If a child reports that they are being abused and neglected, staff should listen to them, take their allegation seriously, and reassure them that action will be taken to keep them safe.
- 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;
    - remain calm and collected – the student may stop talking if they feel they are upsetting their listener;
    - give reassuring nods or words of comfort and reassure the student that they are right to tell – '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;
    - 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 Safeguarding Lead otherwise it is the duty of the member of staff to inform the Designated Safeguarding Lead of what has been discussed (if the student does agree to go and see the Designated Safeguarding Lead, the staff member should inform the Designated Safeguarding Lead that the child will be coming to see them at some point).
    - We recognise that children may not feel ready to disclose their abuse, neglect or exploitation and that they may not recognise their experiences as harmful. This could be as a result of a range of factors such as embarrassment, coercion or vulnerability (such as SEND, sexual orientation or language barriers). All staff will work towards building positive/trusted relationships with children that facilitate communication and show professional curiosity that will provide opportunities for disclosure. Additional pastoral support (and appropriate support for communication in relation to children with SEND) will be considered.
    - Our Pastoral will support any child that present with behaviour that puts themselves or others at risk
- Following the conversation the staff will report the disclosure as outlined in Section 18, taking precaution to report to the Designated Safeguarding Lead even if the child has promised to

do it by themselves and following up with a written record. Staff should seek support if they feel distressed.

Responding to a suspicion 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 report their concerns as outlined in Section 18.

Reporting Safeguarding Concerns

- Recording procedures will be fully explained to all staff to ensure concerns are reported quickly and records are as concise and unambiguous as possible.
- All concerns, suspicions and disclosures should be recorded using the School'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 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, they should make a written account of such concerns using Part 1 of the Safeguarding Concern Form (and Part 3 if applicable).
- Where a disclosure has been made, a written factual account record, using the child's own words, should be made using Part 1 and Part 2 of the Safeguarding Concern Form (and Part 3 if applicable).
- When completing the Safeguarding 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.**

- 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 concerns verbally and follow it up in writing soon after. In the absence of this person, the Deputy Designated Safeguarding Lead should be approached.
- 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.
- Staff will follow the reporting procedures outlined in this policy. However, **anybody can make a direct referral**. They may share information directly with Children's Social Care, police or the NSPCC if:
  - the situation is an emergency and the Designated Safeguarding Lead, their deputy, the Principal and the Chair of Governors are all unavailable;
  - they are convinced that a direct report is the only way to ensure the student's safety.
- Key points for staff to remember for taking action are:
  - report the concern to the Designated Safeguarding Lead as soon as is possible, within 24hr at latest;
  - in an emergency, take the action necessary to help and protect the child, for example, call 999;
  - do not start own investigation;
  - share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
  - complete the Safeguarding Concern Form;
  - seek support if distressed.

Responding to Safeguarding Concerns

- 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 recorded. When dealing with a case, the Designated Safeguarding Lead will consider:
  - Am I dealing with 'risk' or 'need'? (by definition, a child at risk is also a child in need. However, what is the priority / level and immediacy of risk / need?)
  - Can the level of need identified be met:
    in or by the school or by accessing universal services without referral to Children's Social Care or other targeted services
    by working with the child, parents and colleagues?;
  - What resources are available to me / the School and what are their limitations?;
  - Is the level of need such that a referral needs to be made to Children's Social Care which requests that an assessment of need be undertaken?;
  - Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm?;
  - What information is available to me: child, parents, family and environment?;
  - What information is inaccessible and, potentially, how significant might this be?;
  - Who do I/don't I need to speak to now and what do they need to know?;
  - Where can I access appropriate advice and/or support?;
  - If I am not going to refer, then what action am I going to take have I recorded my reasons referral/no referral?
- The Designated Safeguarding 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 Safeguarding Lead will **consider the Local Safeguarding Partners threshold document and framework for action** 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 Safeguarding Lead or Deputy Designated Safeguarding 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 Safeguarding 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). The School will participate in Strategy Discussions and Child Protection Conferences as required.
- 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.

Dealing with Disagreements and Escalation of Concerns

- Effective working together depends on an open approach and honest relationships between agencies. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Occasionally situations arise when workers within one agency feel that the actions, inaction or decisions of another agency do not adequately safeguard a child. The CHSCB Escalation Policy defines the process for resolving such professional difference and should be read alongside the London Child Protection Procedures and relevant internal policies on escalating matters of concern. Disagreements can arise in a number of areas, but are most likely to arise around:
  - Levels of need
  - Roles and responsibilities;
  - The need for action;

- Progressing plans and communication. Where professionals consider that the practice of other professionals is placing children at risk of harm, they must be assertive, act swiftly and ensure that they challenge the relevant professionals in line with this policy and be aware that:
- The safety of individual children and young people is the paramount consideration in any professional activity;
- Resolution should be sought within the shortest timescale possible to ensure the child is protected;
- As a guide, professionals should attempt to resolve differences through discussion within one working week or a timescale that protects the child from harm (whichever is shortest);
- Disagreements should be resolved at the lowest possible stage.

- The Designated Safeguarding Lead or other appropriate member of staff will:
  - Contact the line manager in Children's Social Care if they consider that the social care response to a referral has not led to the child being adequately safeguarded and follow this up in writing;
  - Contact the line manager in Children's Social Care if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing;
  - Use the CHSCB Escalation Policy June 2020 if this does not resolve the concern.

Record Keeping

All safeguarding records are held on a USB. We will hold records in line with our data retention policy.

All safeguarding concerns, discussions, decisions made and the rationale for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached (including the rationale for the decisions) and the outcome
- Concerns and referrals will be kept in a separate child protection file for each child.

- Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

- Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.
- If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main student file.
- In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.
- 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, these items will also be kept in locked storage.

Record Transfers

- It is imperative that relevant child protection information is forwarded to the new/receiving establishment by the establishment that the subject child is departing and that this happens 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.
- When a file is to be transferred, a 'Record of Child Protection File Transfer' should be completed and attached to the Child Protection File (see Appendix 6).
- It is inappropriate to simply forward all relevant documentation as this leaves the former school with no record. Rather:
  - where feasible, Designated Safeguarding Leads from former 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 should be provided with the ORIGINAL documentation.
- Where a parent elects for Home Education, where the receiving school's identity is not known, the Designated Safeguarding Lead at the former school should contact Children's Social Care for advice.

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. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or

neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

- When staff have information they feel needs to be shared within the school or with an external agency such as the Police, they should seek advice from the Designated Safeguarding Lead. The Designated Safeguarding Lead may consult the LADO.
- In the vast majority of cases, the child and family's consent to sharing should be sought. If consent has been withheld, this must be recorded including the reason given for withholding consent. Exceptions to the requirement to gain consent are that if seeking such consent could:
  - increase the risk of harm to the child or someone else;
  - undermine the prevention, detection or prosecution of a serious crime (a crime that causes or is likely to cause significant harm to a child, young person or adult);
  - interfere with any potential investigation.

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 *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.

- The names of any other children, other than the student who is the subject of the record, should be removed when disclosing records, unless consent is obtained from the individual/s concerned (or their parent/carer on their behalf). Care should be taken to ensure all identifying information is removed from the copy of the record to be shared.
- Child protection information should not ordinarily be shared with agencies other than statutory agencies such as the Police (e.g. information should not be released to solicitors etc). Where such a request is made, advice should be sought from the Child Protection Governor Lead.
- Conversations between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups) are perfectly acceptable. Where possible, consent from parents should be sought before a conversation takes place. **Any** relevant child protection information coming to light should be carefully logged.

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 should record at least:
  - file reference (or other unique identifier);
  - file title (or brief description);
  - number of files;
  - the name of the authorising officer;
  - date action taken.

Support for those involved in Child Protection issue

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

- taking all suspicions and disclosures seriously;
- nominating a link person (Designated Safeguarding Lead) 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 helplines, counselling or other avenues of external support;
- following the procedures laid down in the School's whistleblowing, complaints and disciplinary procedures;
- cooperating fully with relevant statutory agencies;

- The School 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. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.
- The School will endeavour to support students through:
  - the curriculum, to encourage self-esteem and self-motivation;
  - the School ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued;
  - the implementation of behaviour management policies;
  - 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 school setting;
  - regular liaison with other professionals and agencies who support the students and their families, in-line with appropriate confidentiality parameters;
  - 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;
  - the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

Confidentiality

- 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.
  - The school will operate with regard to Information Sharing Advice for Practitioners July 2018. Chapter one of Working Together to Safeguard Children. The Information Commissioner's Office (ICO) and Data Protection: Toolkit for Schools. Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. The school will ensure:
    - Information is shared with Children's Social Care and/or Police where the child/young person is or may be at risk of significant harm;
    - Pupil's, parent's and/or families' confidentiality is respected;

- That any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.

- The Designated Safeguarding Lead or deputies will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC - When to call the police will help the DSL or deputies understand when they should consider calling the police and what to expect when they do. They will collate, securely store and agree access to this information

Safer Recruitment

- The Safer Recruitment Policy sets out the Schools approach to Safer Recruitment
- The School will also adhere to the guidance set out in Keeping Children Safe in Education Part 3 (2022).
- Tayyibah Girls School pays full regard to the statutory guidance for schools and colleges; Keeping Children Safe in Education Sept 2025. We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived and experienced by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic/vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Disclosure and Barring Service (DBS).
- In line with statutory changes, underpinned by regulations, the following will apply:
  - DBS and section 128 barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS (including Governors) check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity;
  - This school is committed to keeping an up to date Single Central Record detailing a range of checks carried out on our staff, volunteers and students, 18 years or older, on placement;
  - All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
  - The school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
  - Identity checks that must be carried out on all appointments to the school workforce before the appointment is made
  - Staff responsible for recruiting and appointing must be suitably qualified.
  - Consider other information such as evidence of their online behaviour through social media. Candidates will be asked to confirm that their social media accounts are set to private.
  - Verify their identity (best practice is checking their birth certificate)
  - Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6months
  - Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available (alongside a risk assessment and only under exceptional circumstances following authorisation) or where previous role was in regulated activity and was less than three months before appointment
  - Verify their mental and physical fitness to carry out their work responsibilities
  - Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
  - Verify their professional qualifications, as appropriate

- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK so that any relevant events that occurred outside the UK can be considered. This could include criminal records checks for overseas applicants and a letter from the relevant professional regulating authority (seen as the certificate of professional competence) – A risk assessment will be implemented if these checks are not obtainable to demonstrate alternative methods sought and other relevant evidence.
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the Secretary of State – NOTE: Job title is not the determining factor for a 'management' position
- Ask for written information about previous employment history and check that information is not contradictory or incomplete.

Disqualification Under the Childcare Act 2006

- All 'relevant' staff working in a 'relevant setting' will be checked, via a declaration form, in accordance with the requirements of the Childcare (Disqualification) Regulations 2009 and Childcare Act 2006 (see Appendix 7). The following categories of staff in nursery, primary or secondary school settings are covered by the Childcare (Disqualification) Regulations 2009:
  - staff who work in early years provision (including teachers and support staff working in school nursery and reception classes);
  - staff working in later years provision for children who have not attained the age of 8 including before school settings, such as breakfast clubs, and after school provision;
  - staff who are directly concerned in the management of such early or later years provision.
- The Regulations refer to employing a person "in connection with" these provisions and it is therefore concluded that:
  - In Infant and Nursery Schools **- all staff** will be covered by the Regulations;
  - Primary/Junior Schools - **all staff** will be covered by the Regulations as it is unlikely in such settings that staff are always exclusively working with those over the age of 8;
- 'Staff' includes individuals employed by the School, those undertaking training in the School (both salaried and unsalaried), casual workers and volunteers.
- Checks will be conducted in line with the above annually for existing staff and at the point of conditional job offer for new staff. Refusal to participate in such checks may be dealt with under the Trust's Disciplinary Policy.
- A record of all checks will be entered on the Single Central Record and disclosure forms will be held on staff personnel files.
- Where a declaration is made, advice will be sought immediately from the Child Protection Governor link. Advice may also be sought directly from the Department for Education (mailbox.disqualification@education.gsi.gov.uk) or Ofsted (disqualification@ofsted.gov.uk) if required.

ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF THE SCHOOL

- Keeping Children Safe in Education 2022 Part 4 Managing Allegations Where an allegation is made against any person working in, or on behalf of, the school that he or she has:
  - Behaved in a way that has harmed a child or may have harmed a child; 18
  - Possibly committed a criminal offence against or related to a child; or

- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children (refer to statutory guidance for schools and colleges);

- Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes are recorded. There may be situations when the school will want to involve the police immediately, e.g. if the individual is deemed to be an immediate risk to children or there is evidence of a criminal offence. All school staff will maintain a culture of vigilance based on the notion that **'it could happen here'**.
- Staff are expected to maintain highly professional behaviours and appropriate professional boundaries at all times in line with the Code of Conduct. Staff will be encouraged to use the Whistle Blowing Policy if they have concerns regarding the conduct or behaviour of a colleague and they feel that matter has not been addressed appropriately by the school. If staff feel their concern has not be addressed alternatively they can contact the **NSPCC Whistle Blowing Help Line on 0800 028 0285, Mon – Fri 8am – 8pm** or email: help@nspcc.org.uk if they feel their concern has not been address in a timely and effective manner.
- 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 Designated Safeguarding Lead, will handle such allegations as Case Manager, unless the allegation is against the Headteacher, when the Chair of Governors will act as Case Manager and handle the School's response.
- In all instances, the Case Manager will have no role in the investigation at the onset of the allegation and the Headteacher and/or Chair of Governors must discuss the allegation with the Local Authority Designated Officer. The full procedures for dealing with allegations against staff can be found in the Local Safeguarding Children's Board policy on allegations against staff.
- 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.
- 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.

- **Allegations that do not meet the harms threshold (Low level concerns**) We have an open and transparent culture where all concerns about adults are dealt with promptly and appropriately, and where all adults feel able to share their concerns. Where the harms threshold is not met, there are still concerns that can exist from: suspicion, patterns in behaviour, a 'nagging doubt' or incidents that are inconsistent with the staff code of conduct. Examples of this could include:
    - Being over friendly with children
    - having favourites
    - taking photographs of children on their mobile phone
    - engaging 1:1 with a child in a secluded area or behind a closed door 51
    - using inappropriate sexualised/intimidating/offensive language Whilst there is a wide spectrum here from inadvertent/thoughtless actions to those actions intended to enable abuse. It is essential that these low level concerns are fully addressed and appropriately recorded.
    - **Process** Staff to inform the DSL of any safeguarding procedural concerns so that these can be checked and appropriate action taken/lessons learnt. Staff to inform the Headteacher of any low level concerns about staff – Headteacher to complete internal informal investigation of concerns –The Headteacher will analyse trends for low level concerns to identify wider lessons learnt and to ascertain if an individual member of staff poses a greater risk based on their reported low level concerns in conjunction with other relevant information (i.e. vetting checks etc). Where this is the case, further formal investigation and consultation with the LADO may be required. Whilst the Headteacher is the ultimate decision maker they may wish to consult with the DSL and take a more collaborative decision making approach. If in any doubt about whether the information shared as a low level concern in fact meets the harm threshold then the LADO should be consulted. All staff will be made aware that is it crucial that all low-level concerns are shared responsibly with the Head Teacher or DSL, recorded and dealt with appropriately, to create and embed a culture of openness, trust and transparency in which the school or college's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

External Speakers 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.

Use of mobile phones and cameras

- Children have their photographs taken to provide evidence of their achievements and participation in external activities.
- Under the General Data Protection Regulations (GDPR), the School must seek parental consent to take photographs and use video recorders.
- On admission, parents will be asked to sign the consent for photographs to be taken in school. This consent will last for a maximum of 5 years only. This does not cover any other agency and if any other agency requests to take photographs of any child then separate consent before photographs are taken will be sought
- Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for their own records during session times
- It is acknowledged that often photographs may contain other children in the background.
- Cameras and mobile phones are prohibited in all toilet areas.

- Where external visitors are utilised to provide information and advice on site at an academy, appropriate checks will be completed to ensure that the visitor/organisation: Is who they say they are (i.e. ID checks/website checks/reviews), will be of benefit from an education perspective, is age appropriate, that the content is neutral from political views, that there is no attempt to coerce/manipulate/radicalise and that they are clear on your safeguarding expectations (through sharing the academy safeguarding information) including confirming they have read and understood Keeping Children Safe in Education Annex A.

Induction

- All new members of staff will undergo an induction that includes familiarisation with the School's Safeguarding (Child Protection) Policy and identification of their child protection training needs.
- The School's Induction Policy outlines the procedures for the induction of new staff.
- New staff will be inducted fully so that they are able to contribute towards safeguarding and promoting the welfare of students
- Induction includes ensuring new staff are:
  - aware of school systems and structures for supporting the wellbeing of students;
  - provided with adequate training on safeguarding issues;
  - introduced to the Designated Safeguarding Leads in school who have responsibility for safeguarding.
- 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 2018. All staff will sign to confirm they have received these documents and will work will within them (see Appendix 8).

Training

- Designated Safeguarding Leads will be expected to participate in training every two years. This will focus on identifying abuse, local reporting arrangements and disseminating training to school staff.
- All staff will participate in training on safeguarding on a regular basis. The School will provide training to all existing staff at least every three years and all new staff during their induction (as outlined above). This training will focus on identifying and reporting abuse and neglect and safe working practices. Staff will be advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- All staff, including new staff undertakes regular formal updates, **at least annually**, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, staff meetings.
- 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.
- Staff will also be encouraged to undertake the Channel general awareness online training module as a supplementary source of support.
  (http://course.ncalt.com/Channel_General_Awareness/01/index.html)
- 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 2025. All staff will sign to confirm they have received these documents and will work will within them (see Appendix 8).

Extended School and off-site arrangements

- This policy is also applicable to all students undertaking extended service 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 students attend off-site activities, the School will check that effective child protection arrangements are in place. This includes alternative provision and managed moves.
- All organisations will be vetted to ensure students are not exposed to inappropriate political or controversial messages or activities.

Concerns about Safeguarding Practices

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

Complaints

- The Trust complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action.

Monitoring, evaluation and review

- The policy will be promoted and implemented throughout the school.
- The Shura and Governing Body will review this policy every year.

Appendix 1: Designated Safeguarding Lead Responsibilities

The broad areas of responsibility for the Designated Safeguarding Lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority Children's Social Care and:
    - The designated officer(s) 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); and/or
    - Police (cases where a crime may have been committed).
- Liaise with the Headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and Police Investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- 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 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.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- 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.

Raising Awareness

The designated safeguarding lead should ensure the school's policies are known and used appropriately and:

- Work with the Trust in the annual review of the Safeguarding (child protection) Policy and procedures;
- 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 LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Appendix 2: 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 the school 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

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.

Infatuations

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

Photography, videos and other creative arts

All staff are expected to:

- seek a child's consent for a photograph to be taken
- seek parental consent for a photograph to be taken
- ensure that the storage and distribution of such images is approved by senior leaders
- 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 a senior leader
- 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 their line manager and to the ICT Technician/support
- be vigilant for signs of, and report, any instances of cyber-bullying (more information is provided in the School's Anti-Bullying Policy)
- 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.
- Any concerns regarding online access and the schools' filtering service

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

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 'Behaviour 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 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.

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:

- 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.

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 'Administration of Medicines 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 be instructed to wear a seat belt.

Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own Child Protection & Safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures using Keeping children safe during activities and after-school clubs: non-statutory guidance for providers running out-of-school settings - GOV.UK (www.gov.uk) document. When our pupils attend off-site activities, including day visits and/or other activities, we will check that effective child protection & safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location and activity to be undertaken in accordance with the school's Risk Assessment procedures.

Organisations or Individuals using School Premises

If any allegations are made against an organisation's staff or individual using our Schools' premises the procedures outlined in this policy for allegations against staff will be followed, e.g. contacting the LADO.

Appendix 3: Safeguarding Concern Form

Safeguarding Concern Form
CONFIDENTIAL

PART 1: INTERNAL NOTIFICATION OF CHILD PROTECTION/WELFARE CONCERN TO THE DSL

Name(s) of student:	
D.O.B.	
Class / Year	
What is the nature of your concern?	
- What are you most concerned about? i.e. physical, sexual, emotional abuse or neglect, self-harm, bullying, sexual exploitation, sexualised behaviour, honour-based violence / forced marriage, e-safety issues, radicalisation, other … - Have you had any previous concerns about this student? If so, what, when, action? - ***If you have received a 'disclosure' from or about a child please complete Part 2 overleaf***	
Are there any injuries of concern?	Yes / No
Describe injury and complete 'Part 3: Body Map' to show where the injury is and its approximate size	
Any action already taken	
Signed	
Name	
Job title	
Time/Date	
If you have received a 'disclosure' from or about a child please complete Part 2 overleaf	

PART 2: RECORD OF 'DISCLOSURE' FROM / ABOUT A CHILD

**It is not advisable to try and complete this record at the time. The important thing is to listen actively and carefully and reassure the child.*

Name of person to whom the 'disclosure' has been made	
Position / relationship with child	
How did the 'disclosure' come about i.e. when and where?	
Who was present when the disclosure was made?	
Summary of information disclosed	

WHO is said to be involved	
WHAT is said to have happened / be happening?	
WHERE is this said to have happened / be happening?	
WHEN is this said to have happened / be happening i.e. duration, most recent occasion etc?	
WHO else may have witnessed what happened?	
HOW and where is the student now?	
Continuation sheet added	YES / NO

Note:

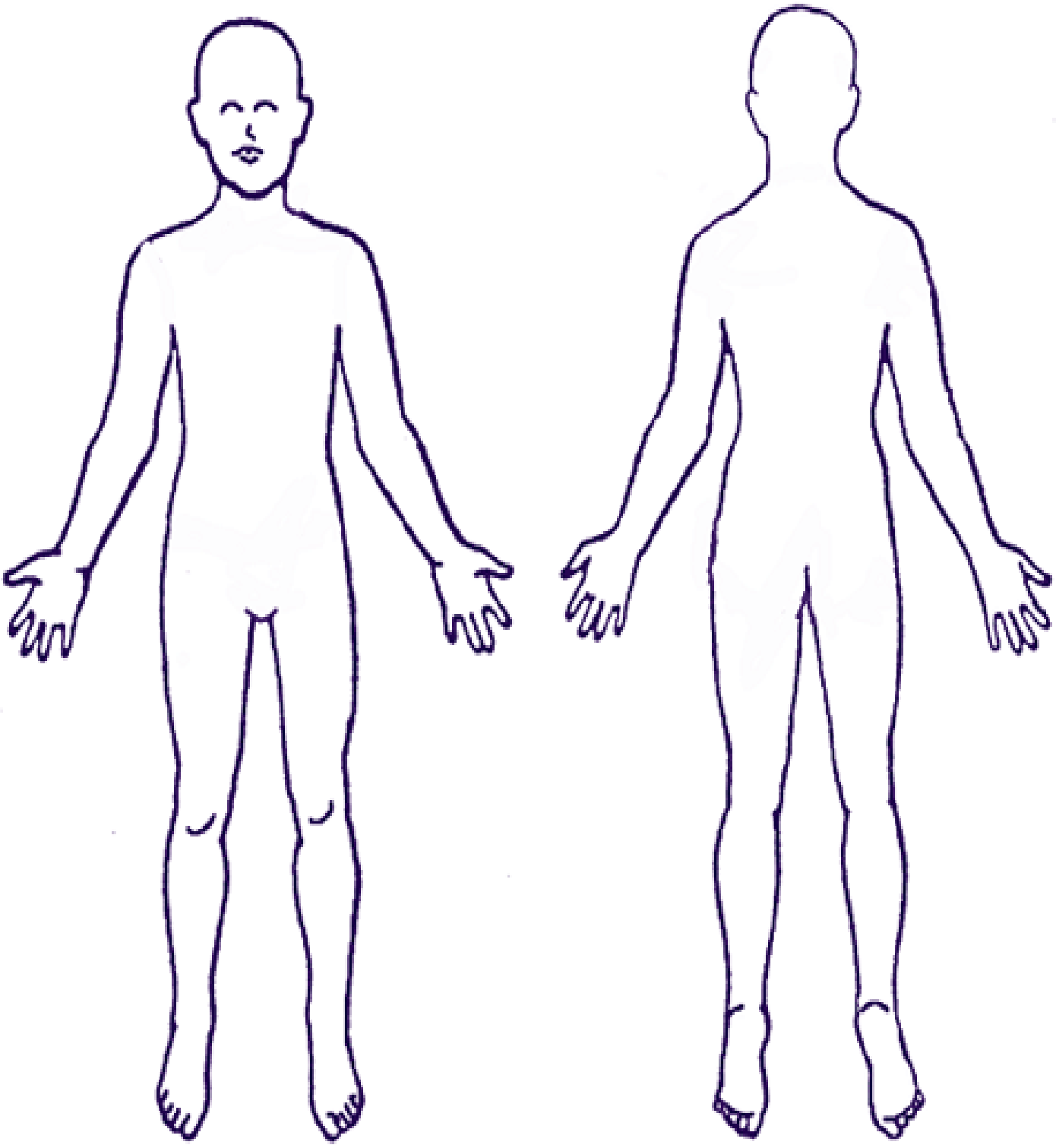
- Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them wherever possible.

- If you have used quotes please ensure that they are accurate.
- Make a note of any open questions asked or minimal prompts used.

- Any notes made 'at the time' should be attached to this pro-forma; these may be required as evidence if the matter goes to court.

Signed	
Name	
Job title	
Time/Date	

Body Maps

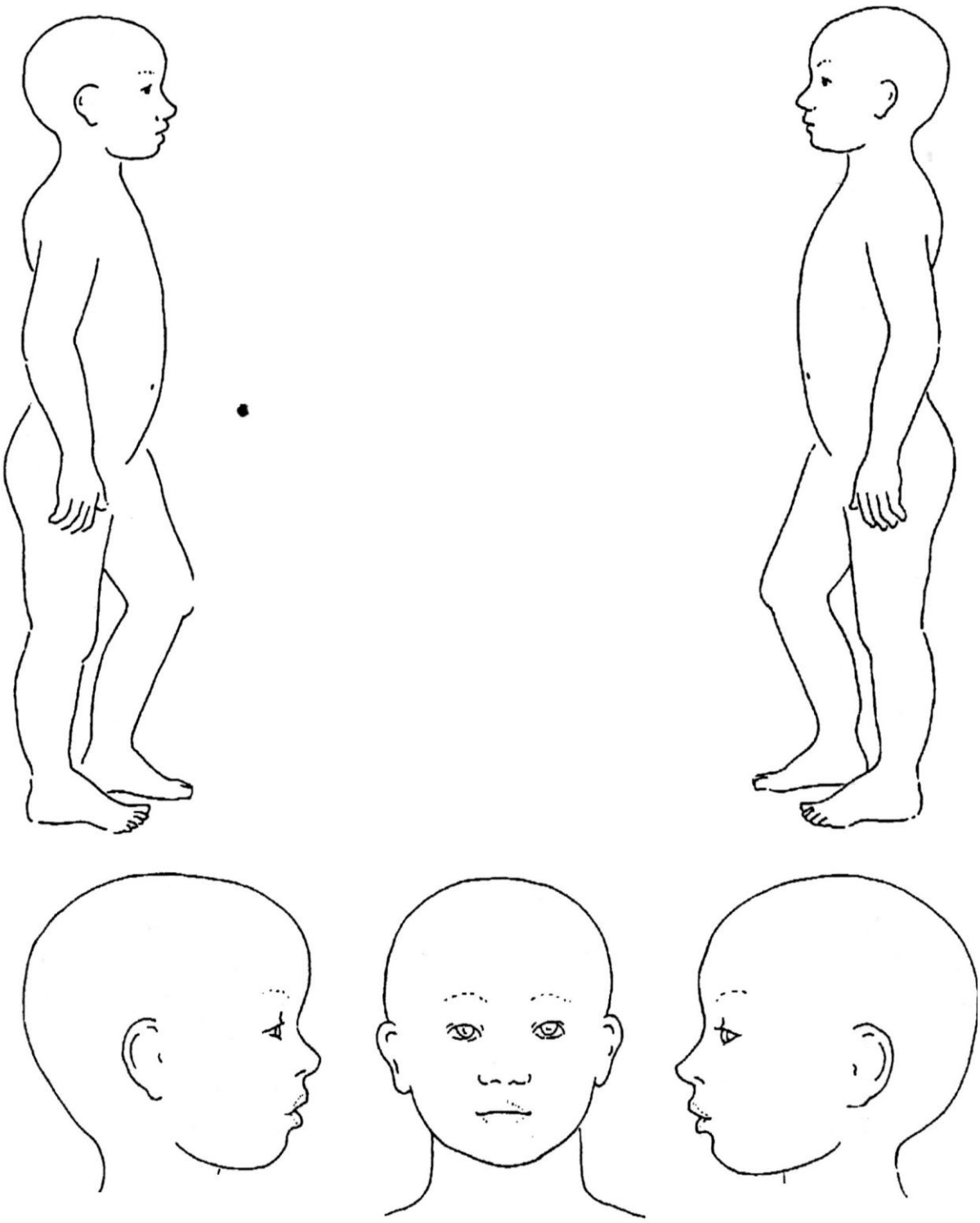


Skin Maps

Skin maps

Name .....

d.o.b. ...



PART 4: ACTION TAKEN BY DSL

Time and date information received by DSL and from whom	Time	
	Date	
	From	
Action taken (internal & external advice sought, referral to SENCO, Attendance Officer, Children's Social Care, continued monitoring etc) Include time, dates, names, who information shared with and when etc		
Parents informed and reasons?	Yes / No	
Student Child Protection File created?	Yes / No	
Front Sheet populated?	Yes / No	
Chronology Record started/updated	Yes / No	

Signed	
Name	
Job title	
Time/Date	

Appendix 4: Child Protection File – Front Sheet

Child Protection File

Front Sheet

Student name	
Date of birth	
Any other name by which child is known	

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)

Date file started	
Are records held in school relating to other connected children?	

Contact details of other professionals

Name	Agency	Address

Appendix 5: Child Protection File – Chronology of Significant Events

Child Protection File

Chronology of Significant Events

Student Name	
Date of Birth	

Date of event	Date info received/ recorded	Significant Event	Source of information	Actions taken and outcomes (include advice sought, dates, names, who information shared with and when etc)	Parents informed Y/N and reasons	Recorded by (full name and job title)

Appendix 6: Record of Child Protection File Transf

Record of Child Protection File Transfer

PART 1: TO BE COMPLETED BY SENDING/TRANSFERRING SCHOOL

Name of Child	
D.O.B	
Name of school sending CP File	
Address of sending school	
Date file sent	
Name of Principal / Designated Safeguarding Lead	
Method of delivery	
Signature	

PART 2: TO BE COMPLETED BY RECEIVING SCHOOL

Name of school/college receiving file	
Address	
Date received	
Name of Principal/ Designated Safeguarding Lead receiving file	
Had the file been tampered with in transit?	
Signature	

Appendix 7: Staff Safeguarding Declaration

Safeguarding Declaration

1. I have received and read the School's Safeguarding (Child Protection) Policy, including the appendices.

2. I have received and read Part 1 of the DfE guidance 'Keeping Children Safe in Education', (DfE 2025).

3. I have received and read the Tayyibah Girls School Staff Code of Conduct.

4. I have completed the School's safeguarding training, including PREVENT training, within the last three years.

5. I understand that supplementary safeguarding guidance is available at www.gov.uk

6. I agree to adhere to the protocols set out in the School's Safeguarding (Child Protection) Policy, the Staff Code of Conduct and the DfE guidance 'Keeping Children Safe in Education', (DfE 2025).

***Note**: Tayyibah Girls School takes its responsibility to safeguard children very seriously. If any concerns regarding conduct contrary to the Safeguarding (Child Protection) Policy come to our attention, appropriate action will be taken.*

Print name: _____

Sign: _____

Date: _____

Approved by Governing body and Review Date:

Signed By Headteacher:  **MR A Patel**



Signed Chair of Governors: **MR ABDUL SATAR SAID**

Date: **SEPTEMBER 2025**

Review Date: **SEPTEMBER 2026**

END OF STATEMENT

Table of changes from KCSIE September 2025 version

Summary **Part one**	**About the guidance (no changes made)** **Safeguarding information for all staff (no changes made)**
Part two	**The management of safeguarding**
Page 36	Para 129 We have added a note to say that revised guidance on Relationships, Sex, and Health Education was published July 2025 for introduction September 2026
Page 38	Para 135 Updated to clarify misinformation, disinformation and conspiracy theories are safeguarding harms. Para 136 Removed hyphen from antisemitism
Page 40	Para 143 – Link added to the plan technology for your school service, which schools can use to assess themselves against the filtering and monitoring standards and receive personalised recommendations on how to meet them.
Page 41	Para 143 - Link added to DfE guidance on the use of generative AI in education (2025) at end of filtering and monitoring (FM) section to support schools and colleges. Para 144 – wording amended in the cybersecurity standards for schools and colleges advice to clarify that it was developed to help schools improve their cyber resilience.
Page 47	Paras 168-170 information added to clarify that it was developed to help schools improve its cyber resilience
Page 49	Para 177 – updated to clarify 'working together to safeguard attendance' 'is now 'statutory' guidance.
Pages 50 & 51	Paras 184-187- updated to remove references to funding grant support for SMHLs training as this programme has ended
Page 52	Para 190 split into paras 189 and 190 for cosmetic reasons only (to retain paragraph numbering)
Page 54	Para 199 has been amended to clarify that the role of the virtual head has been extended to include responsibility for promoting the educational achievement of children in kinship care
Page 56	Para 205 removal of 'spectrum' and 'disorder' to align with the SEND code of practice. Updated note: We expect to publish the revised guidance on gender questioning children soon. Once published we will signpost to this guidance in KCSIE 2025.
Part 3	**Safer recruitment**
Page 73-74	Para 260 reference to TRA's Employer Access Service removed and replaced with new link to GOV.UK page.
Page 75	Para 266 references to TRA's Employer Access Service removed and replaced with new link to GOV.UK page
Page 85	Para 319 reference to Employer Secure Access removed and replaced with link to GOV.UK for S128 checks.
Part 4	**Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors**
Page 106	Para 422 amended to correct the title of the Information Commissioner's employment practice guidance.
Part five	**Child-on-child sexual violence and sexual harassment**

Page 140	Para 545 – Link added to the Lucy Faithfull Foundation's 'Shore Space'. which offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours.
Annexes A, B, C, D and E	
Annex B – page 157	We have updated the definition of extremism on page 157 to reflect the definition used within the Prevent guidance
Annex B – Page 163	Link added to the CSA Centre's Supporting practice in tackling child sexual abuse
Annex B – Page 164	Link added to the Preventing Child Sexual Exploitation | The Children's Society.
Annex B – Page 167 & 170	Updated links to National Crime Agency and CEOP following rebranding (Thinkuknow has been retired and replaced with CEOP Education)