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Kassim Darwish Grammar School for Boys

Safeguarding Policy

Important Contact Information

[a] Internal Contacts:

Name	Title	Telephone	Email
Mr D Ghidaoui	Designated Safeguarding Lead (DSL) / Deputy Head Teacher	0161 8607676	d.ghidaoui@kdgb.miet.uk
Mr A Crosbie	Deputy DSL / SLT	0161 8607676	a.crosbie@kdgb.miet.uk
Mrs M Mohamed	Deputy DSL / Executive Head Teacher	01618812127	executive.head@kdgb.miet.uk

The telephone numbers of Local authority departments of Children's Social Care are as follows:

Manchester	0161 234 5001	Salford	0161 603 4500
Bolton	01204 337 400	Stockport	0161 217 6028
Bury	0161 253 5454	Tameside	0161 342 4150
Oldham	0161 770 3790	Trafford	0161 912 5125
Rochdale	0845 226 5570	Wigan	01942 828 300

If you have concerns regarding a child or a family, please telephone the Manchester Contact Centre on **0161 234 5001** Fax: **0161 255 8266**

If you believe a child is at risk of immediate harm, please contact the **police 999** and **inform the DSL and children's social services**

Manchester Local Authority Designated Officer (LADO) (sometimes known as DOLA or LA Designated Officer) is Majella O'Hagan 0161 234 1214

Other Useful Numbers:

Local Organisations	Contact Number
Manchester Contact Centre	0161 234 –5001
Manchester Early Help/North	0161 234 –1973
Manchester Early Help/South	0161 234 –1977
Manchester Early Help/Central	0161 234 –1975
Manchester Drug Service – Stimulant Service	0161 819 –2020
Prevent Referrals:	mcsreply@manchester.gov.uk
Prevent Coordinator:	Samiya Butt 0161 234 1489
Prevent Manager:	Julian Shaw 0161 234 6041

Links with other Policies

This safeguarding policy has obvious links with the wider safeguarding agenda. When reviewing this policy, links will be made with other relevant guidelines and procedures such as:

1. Admissions
2. Attendance
3. Allegations of abuse made against teachers and other staff.
4. Whistleblowing
5. Anti-bullying policy
6. Behaviour Policy or Code of conduct
7. Equality
8. Health and Safety
9. School Security
10. PREVENT and Protecting Students from Violent Extremism
11. PSHE (Personal, Social and Health Education)
12. RSE (Relationships and Sex Education)
13. Safer recruitment
14. Use of Reasonable Force

Safeguarding Children & Child Protection Policy

KD Grammar School fully recognises its responsibilities and commitment for safeguarding children and child protection. The safety of our children is the statutory responsibility of all who come into contact with them in our school. We all have a duty to ask ourselves what more can we do to protect vulnerable children.

Our policy applies to all regular staff, supply teaching staff, trustees, volunteers, visitors and contractors working in the school and complies with the aims of the current government legislation. Contractors are given additional information on safeguarding (visitor booklet).

KD Grammar school must safeguard and promote the welfare of our children. All staff and volunteers must be proactive in trying to identify possible child abuse and reporting any concerns to the school's Designated Safeguarding Lead (DSL). All Trustees, Staff, Supply teaching staff and Volunteers must play a part in preventing abuse and neglect through:

1. Ensuring the safer recruitment & selection / allegation against staff in checking the suitability of staff and volunteers to work with students including overseas checks where relevant are conducted at the appropriate time.
2. Raising awareness of child protection issues and equipping students with the skills needed to keep them safe including developing resilience to radicalisation.
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
4. Supporting students who have been abused in accordance with the agreed child protection plan.
5. Establishing a safe environment in which students can learn and develop.

6. There is an e-safety officer and appropriate filters are in place to protect children. The filter the school uses is called Censornet Web Security. It protects school from web-borne malware, offensive or inappropriate content and manage time spent on websites that impact productivity with Censornet web security. The IT manager is trained on Censornet web security.

We recognise that because of the day-to-day contact with students, school staff are well placed to observe the outward signs of abuse. The school will therefore:

1. Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to.
2. Ensure students know that there are adults in the school whom they can approach if they are worried.
3. Ensure children are taught about safeguarding, including online, through the curriculum and PSHE.

Particular attention should be paid to school practices to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. Where possible, these practices should be age appropriate and delivered through a planned component of the curriculum. Children should understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Internet safety will usually be integral to the school's ICT curriculum and can also be embedded in PSHE and sex and relationships education. Children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful.'

(SRE). The latest resources promoted by DfE can be found at:

- The use of social media for on-line radicalisation
- The UK Safer Internet Centre (www.saferinternet.org.uk)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk)

We will follow the procedures set out by the Area child Protection Committee (Manchester Safeguarding Partners) and take account of the following DFE guidance:

- *Keeping Children Safe in Education* (September 2023) (*KCSIE*)
- *KCSIE* incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (September 2018)
- *KCSIE* also refers to the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015)
- *Working Together to Safeguard Children* (2023)
- *WT* refers to the non-statutory but important advice: *Information sharing* (2018)
- *Prevent Duty Guidance: for England and Wales* (December 2023)
- *The Prevent duty: Departmental advice for schools and childminders* (December 2023)
- *The use of social media for on-line radicalisation* (2023)
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 2021)*

- *Schools COVID-19 operational guidance (August 2021)*

We will:

1. Ensure we have a designated member of staff for Safeguarding children & child protection who has received appropriate training and support for this role via training at two years intervals as well as regular updates
2. Ensure every member of staff, supply teacher, volunteer, parent and trustee know the names of the designated staff responsible for Safeguarding & Child protection and their roles.
3. Ensure all staff, supply teachers and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for child protection via training at two yearly intervals.
4. Ensure that parents have an understanding of the responsibility placed on the school and staff for Safeguarding & Child protection by setting out its obligations in the school prospectus and on the school website.
5. Notify social services if there is an unexplained absence of more than two days for a student who is on the child protection register.
6. Develop effective links with relevant agencies (multi agency) and co-operate as required with their enquiries regarding Safeguarding & child protection matters including attendance at case conferences.
7. Keep written records of concerns about students, even where there is no need to refer the matter immediately.
8. Ensure all records are kept securely from the main students file, and in locked locations.
9. Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
10. Ensure safer recruitment and selection practices are always followed.
11. Temporary and volunteer staff should be made aware of the school's arrangements for Safeguarding & Child protection.
12. Ensure the policy is reviewed annually in line with LSCP advice to include Prevent and on-line safety as well as an update and review of the effectiveness of child protection procedures and their implementation and responsive to new guidance and legislation and to promoting the safety of our staff and students in crisis situations, including Covid-19. Addenda or appendices may be added during periods of crisis to reflect changes of circumstances. This will be reported to the trustees annually.
13. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

All new members of staff will be aware of our Safeguarding & child protection procedures as part of their induction into school. This induction training will cover the following:

- the school's safeguarding and child protection policy, including information about the identity and role of the DSL and any deputies and the policy and procedures to deal with and report child-on-child abuse;
- the staff code of conduct including the whistleblowing procedure and the acceptable use of technologies policy, if separate which includes allegations against staff, staff/student relationships, low-level concerns and communications including use of social media.
- the student behaviour policy which includes measures to prevent bullying including cyber-bullying, prejudiced based and discrimination bullying
- the school's safeguarding response to children who go missing from education
- on-line safety;
- a copy of Part 1 of *KCSIE* with Annex A for those who work directly with children

All staff must sign a confirmation of receipt form to declare they have received, read and understood the Keeping Children Safe in Education (KCSIE) September 2023 Part one and Annex A and B for those who work directly with children.

Staff Training

The school has a commitment to training staff to protect our children and adheres to the following:

- a) The school will ensure that at least one member of the interview panel has been accredited with NSPCC Safer Recruitment training.
- b) All staff are expected to be familiar with the contents of the Safeguarding & Child protection procedures.
- c) Staff will be reminded at the start of each year, who the designated person is and what procedures to follow in case of suspected abuse
- d) All staff will receive updated formal training (this includes Prevent and online safety) at least every two years, with the designated person receiving training every two years through Manchester Safeguarding Partners. This should be supplemented with informal updates, for example, e-bulletins and staff meetings.
- e) The school will also train a deputy Designated person, who will be trained to the same level as the Designated Safeguarding Lead.

Staff training should be regularly updated. In addition, all staff should receive safeguarding and child protection training, including on-line safety updates (for example via email, e-bulletins and staff meetings) as required and at least annually to continue to provide them with relevant skills and know how to safeguard children effectively.

Early Help Assessment

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation

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

We recognise that students who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of students at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report. The school will endeavour to support the student through:

1. The content of the curriculum and in particular PSHE/RSE
2. The school ethos which promotes a positive, supportive and secure Islamic environment and gives students a sense of being valued
3. The school behaviour policy is aimed at supporting vulnerable students in the school. The school will ensure that students know that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
4. Liaison with other agencies that support the student such as social services, Child and Adolescent Mental Health Services, education welfare service and educational psychology service ensuring information is passed to relevant bodies, especially when a student moves school.
5. Ensuring that, where a student on the child protection register leaves school, their information is transferred to the new school immediately and that the child's social worker is informed.

VULNERABLE STUDENTS

Some children will have suffered or are likely to suffer significant harm, and some children will need support from one or more agencies. In accordance with Manchester local procedures and reporting thresholds, the former should be reported to Children's Social care **immediately**; the latter should lead to early help, inter-agency assessment and intervention using local processes, including use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) approaches. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Children requiring mental health support can face additional safeguarding challenges. In some cases, mental health problems can be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The school policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

1. Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
2. the fact that these children are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
3. the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing and signs; and
4. Communication barriers and difficulties in managing or reporting these challenges

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

1. A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child.
2. Not getting enough help with feeding leading to malnourishment.
3. Poor toileting arrangements;
4. Lack of stimulation;
5. Unjustified and/or excessive use of restraint;
6. Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
7. Unwillingness to try to learn a child's means of communication;
8. Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
9. Misappropriation of a child's finances; or
10. Inappropriate invasive procedures

There is a concern sometimes that, for children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse is second. If children are behaving in particular ways or they are distressed or their behaviour or demeanour is different from in the past, staff should think about that as being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs. Children with SEND have a higher risk of being left out, or being isolated from their peers, and they are disproportionately affected by bullying.

Emergency Contacts for Children

The school should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at home.

Designated Safeguarding Lead (DSL)

Every school should have one member of staff (who may or may not be the Head of the school) principally designated to act as the coordinator for multi-disciplinary contacts in child abuse cases. All members of staff should know the identity of the designated person and also who to contact in their absence. The DSL is Mr Ghidaoui and the Deputy DSL is Mr A Crosbie and Mrs M Mohamed.

The Absence of the designated person should not be a reason for a referral to be delayed or not made as this may endanger the child.

Staff should consult the Executive Head Teacher of the school in the event that there is any uncertainty or disagreement about making a referral.

The Role of the Designated Safeguarding Lead

The trustees should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children. See Appendix 5 for the full details.

The Responsibility of the Board of Trustees

The Board of Trustees are the accountable body for ensuring the safety of the school

The Board of Trustees will ensure that:

1. The school has a safeguarding policy in accordance with the procedures of Manchester Safeguarding Partners. The policy and the staff code of Conduct are reviewed at least annually, and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. Addenda or appendices may be added during periods of crisis to reflect changes of circumstances.
2. A named member is identified as the designated trustee for Safeguarding and receives appropriate training.
3. The identified trustee will provide the trustees with appropriate information about safeguarding and will liaise with the designated member of staff.
4. The school operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers including overseas checks where relevant.
5. At least one senior member of the school's leadership team acts as a Designated Safeguarding Lead as well as other staff who receive the same level of training are deputy designated leads (DDSLs)
6. The Designated Safeguarding Lead attends appropriate refresher training every two years
7. The Head Teacher and all other staff who work with children undertake training at two yearly intervals as well as regular updates;
8. Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities.
9. The school remedies any deficiencies or weaknesses brought to its attention without delay; and the school has procedures for dealing with allegations of abuse against members of staff, including supply teachers and volunteers and these are in line with KCSIE and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.

10. Ensure parents and carers are informed about the on-line filters and monitoring systems used during remote education. Parents and carers should also be made aware of what tasks children are asked to undertake on-line, what websites they are asked to access and who they are contacting online from the school.
11. Have overall strategic responsibility for filtering and monitoring and need assurance that the standards are met.
12. They are aware of their obligations under the Human Rights Act 1998w, the Equality Act 2010 and their local multi-agency safeguarding arrangements.
13. Ensure child protection files are maintained as set out in Annex C

The Board of Trustees reviews its policies / procedures annually.

The Nominated Trustee for child protection at the school is Mr Farroukh Zaheer, who can be contacted by email on f.zaheer@miet.uk or by phone on 0161 860 7575.

The Nominated Trustee is responsible for liaising with the executive Head Teacher and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.

A member of the Board of Trustees (usually the Chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the executive Head Teacher.

Annual Review

The trustees carry out an annual review of this policy and relevant procedures and arrangements at its meeting in the summer term. Prior to the Trustees review, the DSL, and Deputy DSL meet with the Lead Trustee every term to review in detail the effectiveness of this policy and relevant procedures and other arrangements. The Lead Governor reports the findings of this meeting to the Governors as part of the review itself.

Safer Recruitment and Safeguarding Checks

1. The school pays full regard to Keeping Children Safe in Education (Statutory guidance from the Department for Education issued in September 2023). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, completing an on-line search and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).
2. All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of students.
3. The Designated Safeguarding Lead will have undertaken Safer Recruitment Training. He will be involved in staff / volunteer recruitment processes and sit on the recruitment panel.
4. See Safer Recruitment Policy in the Staff Handbook for more details.

Whistleblowing

Where a staff member at KD Grammar feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

General guidance on whistleblowing can be found via: <https://www.gov.uk/whistleblowing>

The NSPCC's "what you can do to report abuse" dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0808 800 5000, which is available from 8:00am to 8:00pm, Monday to Friday, and email help@nspcc.org.uk.

Further information regarding whistleblowing can be found in the school's Whistleblowing Policy

Staff code of conduct

The staff disciplinary procedures will be followed if a member of staff does not follow the procedures outlined in the Safeguarding Policy or any other related policies.

Safer Working Practice

The guidelines from the Safer Recruitment Consortium: Guidance for safer working practice for those working with children and young people in education settings (2022) on personal and professional conduct offers guidance to all staff and volunteers on the way they should behave when working with children by

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to their role
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law

Safe working practice ensures that students are safe and that all staff, volunteers and trustees:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- work in an open and transparent way
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incident or decisions made
- apply the same professional standards regardless of gender, race, disability of sexuality
- are aware of the 'Whistle Blowing' Policy
- are aware of confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
- are aware that the school is required to consider referring to the DBS/TRA any person whose services are no longer used, and the referral criteria are met.

Notes of Guidance for Staff (also read Staff Code of Conduct)

All staff, whether teaching or non-teaching, should take every care to ensure that their actions and behaviour do not place students at risk of harm. Staff should also take every care to ensure that their actions or behaviour do not place themselves at risk of allegations of harm to a student. Particular care must be taken in situations such as one - to-one tuition (each classroom has glass panels in the doors), sports coaching,

conveying a student in a car (staff would endeavour not to transport individual children, but where this is not possible, the student must sit in the rear of the car), engaging in electronic communication with a student and so on. These are a list of examples; the list, however, is not exhaustive and staff must use their own good judgement in all situations.

Staff organising trips and activities off the school site must obtain assurance that appropriate child protection checks and procedures are undertaken with respect to any staff employed by another organisation and working with the school's children on another site. See staff code of conduct policy.

Suitability of staff and safe recruitment practices

The school recognises that safe recruitment practices are an essential part of creating a safe environment for children and young people. Consequently, we will ensure that staff (including supply teachers) and volunteers working at the school are suitable to do so and therefore do not pose any kind of risk to our students.

The Executive Head Teacher, the DSL and trust office have completed Safer Recruitment Training in order to ensure that one panel member on every selection panel is trained in 'Safer Recruitment.'

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2023 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- Operating safe recruitment practices; including highlighting the importance we place on safeguarding children in our recruitment adverts and interview questions, appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining practitioner 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 checking the Children's Barred List and right to work in England checks in accordance with DBS and Department for Education procedures
- Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct- see Staff Handbook and Code of Conduct Policy.
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with students and parents, following our Code of Conduct
- Requiring all staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).
- Maintaining an accurate, complete, up to date Single Central Record

DEFINITIONS

Allegation is when a student tells an adult or another student that he is being abused.

Staff includes any adult who works/volunteers on site and has contact with students.

Abuse includes one or any combination of the following headings:

1. Physical Abuse
2. Neglect & Failure to Thrive
3. Emotional Abuse
4. Sexual Abuse

Suspicion is when a member of staff has cause to suspect that one of the above is taking place.

Physical Abuse

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

Indicators of Physical Abuse

1. Bite marks
2. Ligature (cord, string, rope etc.) marks
3. Burns and scalds
4. Cigarette Burns
5. Poisoning
6. Fractures
7. Internal injuries
8. Shaking injuries
9. Bruising

Neglect and Failure to Thrive

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of Neglect

1. Impairment of growth
2. Pot belly, thin buttocks
3. Mottled hands and feet
4. Poor clothing, neglected appearance
5. Abnormally voracious appetite
6. Dry sparse hair
7. Lack of supervision
8. Failure to seek medical advice

9. Failure to attend school
10. Lack of stimulation
11. Unhygienic home conditions
12. 'Frozen watchfulness'

Sexual Abuse

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.

Indicators of Sexual Abuse

1. Physical Signs - Fingertip bruising on inside of thigh, itching, soreness, repeated urinary tract infections, bleeding or injury in genital area.
2. Behavioural and Emotional Signs - Withdrawn, wetting or soiling, sexual knowledge inappropriate to age, excessive masturbation, seductive behaviour, kissing inappropriately, hints at sexual behaviour in words/drawing, self - destructive behaviour, running away.

Emotional Abuse

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

Indicators of Emotional Abuse

1. Degradation
2. Terrorising
3. Isolation
4. Corruption

5. Exploiting
6. Denying
7. Rejection
8. Bullying
9. Mocking
10. Name Calling
11. Teasing
12. Using sarcasm
13. Humiliation
14. Criticising

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and / or can occur between children outside the school. All staff, including the DSL, should consider the context within which such incidents and/or behaviours occur, for example where wider environmental factors (extra-familial harm) are present in a child's life that may be a threat to their safety and / or welfare. Children's social care should be informed of all such information to allow any assessment process to consider all available evidence and the full context of any abuse. The research shows how important it is that the assessments of children take into account all of their social sphere, not only that at school.

Suspected Child Abuse

Procedures must be followed where there is concern that a student may have suffered or be at risk of suffering, harm from anyone

If there are concerns about a child or a child in need then staff must act immediately and notify the DSL who can refer to early help assessment/pastoral support or children's social care as appropriate.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care (see page 2 of this policy) and/or the police if a crime has been committed immediately.

Anyone can make a referral.

Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to their local children's social care contact number (Page 3). There is no need to establish certainty and the student should not be questioned to establish this. Where appropriate, arrangement should be made for the person to whom the disclosure has been made to stay with the student or another appropriate person with whom the student feels safe.

Talking to Students

Any member of the school who notices possible signs of abuse or who is approached should make it possible for the student to explain an injury, speak of personal experiences, which concern them or make a disclosure in a non-threatening environment. They should be reassured that they are believed and be told that further action may be taken, and the reasons given. Care must also be taken to reassure the young person that they are right to report the matter and that they are not to blame.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

It is not the responsibility of staff to interview students or young people about suspected abuse. This is the responsibility of the police and social services. However, staff need to make enquiries of a student in order to ascertain whether a referral to these agencies is appropriate. It is not the sole responsibility of the designated person to take information about possible abuse from a student, as students confide in people that they trust. The designated person will be responsible for collecting reports and notes from those involved in the case but should not take statements from the student/s.

The person who initially listened to the child should record what the child said using the same language. Leading questions should be avoided and children should be allowed to express themselves freely.

It is acceptable to record what is seen on a student's body during activities such as physical education and ask about the circumstances of a bruise. It is not acceptable to undress and examine students.

Talking to Parents / Carers

In cases of possible child abuse, the appointed person is often the best, least threatening person to make initial contact with parents/carers. Where possible, and provided that this will not place the child at greater risk of harm, discuss your concerns with the family and seek their agreement before making a referral to Social Services.

Do not delay a referral because a parent is not in agreement with this course of action. Parental consent is not required for referral to statutory agencies

The designated Safeguarding Lead will then discuss how the parent will be informed with Social Services and the police.

Confidentiality and Responsibility of Staff

The welfare of the child should be paramount and should take precedence over issues of confidentiality or maintaining good relationships with families.

Children should not be given the promise of confidentiality

It should be explained that if the teacher feels that they are not safe or another child is not safe, then the information may have to be passed on to other people.

Reporting of suspicions in good faith according to procedures accepts staff from liability to civil action provided that no information concerning suspicious, or knowledge subsequently acquired as the result of reporting such suspicions, is communicated to persons not directly and professionally involved with the child's wellbeing. Information passed onto other staff should be on a 'need to know' basis.

Recording Information

All action should be recorded in a confidential file which must include copies of letters and reports, details of all telephone conversations, contact with parents, medicals, and all relevant case details. Records should clearly document the reasons for concern, behaviour or words used by the child and any marks or injuries. Records should contain information about every development in the case. Careful note should be made of dates, times and personnel involved. Information should be recorded as soon as possible and be signed and dated.

Records should be securely kept separate from the child's normal records, securely and should be retained at least until all children in the family leave the school. It is recommended that records are kept until the student is 25 years old. Records of incidents or evidence, which might suggest abuse, should not be destroyed. If an incident is investigated and a reasonable or innocent explanation is given and accepted, the record remains on file.

Confidentiality

The degree of confidentiality to be maintained is determined by the need to safeguard a child's welfare. If in doubt apply the test 'will withholding this information prejudice the welfare of the child?' If the answer is 'yes', some or all of this information should be shared.

Access to Records

The staff member responsible for the safekeeping of the child protection records must be clear about who may or may not be allowed access. Child Protection are exempt from the requirements in the School's records Regulations, under which parents/carers can examine all records relating to their child.

Individuals have no right to inspect case files merely by virtue of their relationship to a child, their authority or their status within the establishment.

Action to Be taken When Child Abuse is Suspected

If the designated person or another member of staff is satisfied that there are grounds for concern or evidence that a child has been abused, then the information should be passed to the local Social Services Department by telephone. The information should include:

1. The child's name, approximate age and establishment (including nursery) if attended
2. The names and ages of any other children in the household
3. The names and ages of adult members of the household
4. Details of any allegation or incident or concern, including when and where it occurred, and who was present
5. A description of evidence of any injury observed on the child
6. The name of the person said to be responsible for being the cause of the significant harm.
7. The child's address

Social Services should make clear to any referrer who will take what action that no action will be taken. Where the referrer is a professional, this should be recorded.

Allegations of abuse against staff (including DSL), supply teachers, volunteers and the executive Head Teacher

We follow the DfE guidance KCSIE-Part 3, when dealing with allegations made against staff, supply teachers and volunteers, including where they have behaved, or may have behaved in a way that indicates they may not be suitable to work with children (transferrable risk). All allegations made against a member of staff, including supply staff and volunteers, including contractors working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made. Allegations will be referred to the LADO for investigation if they meet the threshold (KCSIE). We will work with the LADO and other relevant agencies to support any investigations.

1. In case where an allegation is made against a member of staff, supply staff or volunteer, this should immediately be referred to the executive Head Teacher who will contact the LADO without delay to seek advice on investigation
2. In case where an allegation is made against the designated person, the executive Head Teacher should be informed immediately. The executive Head Teacher will contact the LADO without delay to seek advice on investigation
3. Any concerns about the executive head teacher should be referred to the chair of Trustees who will contact the LADO without delay.
4. Where there are allegations against the chair of Trustees, this should be referred to the **LADO on 0161 234 1214**
5. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed.
6. Every effort will be made to maintain confidentiality and guard against unwanted publicity. These restrictions apply to the point where the accused person is charged with an offence, or the DFE/TRA publish information about an investigation or decision in a disciplinary case.
7. If an allegation is made against anyone working with children in the school, all unnecessary delays will be eradicated. The school will not undertake its own investigations of allegations without prior consultation with the LADO(s), or in the most serious cases, the police, so as not to jeopardise statutory investigations.
8. The school is committed to report promptly to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. The school will also consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed or would have been dismissed if he/she had not resigned and a prohibition order may be appropriate.
9. The school will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements will be put in place. The school will give due weight to the views of the LADO, KCSIE and WT when making a decision about suspension.
10. A person who is the subject of an allegation will receive effective support from the School, which will do all that it reasonably can to deal with the allegation as quickly as possible, but in a way that is both fair and consistent. The School will inform the person as soon as possible of the allegation and the likely course of action. Advice will be also provided on contacting trade union officials and other sources of support.

11. If an allegation is made against a supply teacher, the school will take the lead whilst keeping the supply agency fully informed and involved. In no circumstances would we cease to use supply staff for safeguarding reasons without involving the agency and/or other authorities.

Levels of thresholds

KCSIE (2023) has two sections covering two levels of allegation/concern and should be referred to as the source document:

- allegations that may meet the harms threshold;
- allegations / concerns that do not meet the harms threshold ('low level concerns').

Allegations that may meet the harms threshold

These are allegations that might indicate that a person would pose a risk of harm if they continue to work in their present position or in any capacity with children in our school. If it has been alleged that any member of staff including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children: and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (including because of transferable risk- i.e. behavior that has happened outside of school.)

If we identify:

- that a child has been harmed,
- that there may be an immediate risk of harm to a child, or
- if the situation is an emergency,

Then we contact children's social care and as appropriate the police immediately in accordance with the processes set out in part one of *KCSIE*.

If an allegation is made, it is essential to looking after the welfare of the child and also investigate and support the person subject to the allegation. We will conduct basic enquiries to establish facts that will help then determine whether there is any foundation to the allegation.

Further, detailed guidance can be found in KSCIE (2023) on:

- when to inform the individual of the allegation;
- what to do if there is cause to suspect a child is suffering or is likely to suffer significant harm;
- where the case manager is concerned about the welfare of other children in the community of the member of staff's family;
- where it is clear or decided that an investigation by the police or children's social care is unnecessary;
- where the initial discussion leads to no further action;
- where further enquiries are necessary (including where there is a lack of appropriate resource within the school);
- suspension (which should not be an automatic response when an allegation is reported);
- support (of the children) involved, employees of the school subject to an allegation and the parents or carers of any child involved);
- confidentiality and information-sharing;
- allegation outcomes;
- following a criminal investigation or prosecution;

- unsubstantiated, unfounded, false or malicious accusations;
- returning to work;
- resignations and settlement agreements;
- record keeping;
- references;
- learning lessons;
- Non-recent allegations.

As soon as basic enquiries and initial information have been conducted to establish facts and help determine whether there is any foundation to the allegation, the LADO will be promptly contacted. There will then be a discussion with the LADO(s) about the allegation which will consider the nature, content and context and agree a course of action including any involvement of the police. GDPR cannot be allowed to stand in the way of safeguarding children. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. Schools should give due weight to the views of the LADO, *KCSIE* and *WT* when making a decision about suspension and whether the circumstances warrant it or if alternative arrangements should be put in place.

Throughout the process in handling allegations and at conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's procedures to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual. For all other cases, where the allegation concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

Record Keeping

Records concerning allegations of abuse must be preserved for the term of the Independent Inquiry into Child Sexual Abuse and at least until the accused has reached normal pension age or for 10 years from the date of the allegation if it is longer. For all allegations, other than those found to have been malicious or false, the following information must be kept on the file of the person accused:

- a clear and comprehensive summary of the allegation;
- details of how the allegation was followed up and resolved;
- a note of any action taken, and decisions reached and (new) whether the outcome was substantiated, unsubstantiated or unfounded;
- a copy provided to the person concerned, where agreed by children's social care or the police
- a declaration on whether the information will be referred to in any future reference

Substantiated allegations should from September 2021 be included in references, provided that the information is factual and does not include opinions.

Concerns that do not meet the harm threshold ('low-level concerns')

Along with the staff code of conduct and whistleblowing policy, this policy makes clear the importance of sharing ANY concerns that staff may have. These may arise from a variety of sources, including suspicion, complaint, a disclosure (by child or adult) or during vetting checks.

KCSIE 2023 describes it as critical that a culture is created in which **all** concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately. This should enable an open and transparent culture, enable the early identification of concerning, problematic or inappropriate behaviour, minimise the risk of abuse, ensure that adults working in schools are clear about and act within professional boundaries in accordance with the values and ethos of the institution, and protect those working in or on behalf of schools from potential false allegations or misunderstandings.

A low-level concern is 'any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate contact outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.'

These behaviours can exist on a wide spectrum, from inadvertent to that which is ultimately intended to enable abuse. They include, for example:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with children on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

Low-level concerns about a member of staff should be reported to the Executive Head Teacher and the DSL. The Executive Head Teacher should be the ultimate decision maker in respect of all low-level concerns Staff should feel confident to self-refer where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. The Executive Head Teacher should be informed in a timely fashion according to the nature of each particular low-level concern. If we are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.

Low-level concerns about someone employed by a supply agency or contractor should be shared with the head, the concern recorded, and their employer notified so that potential patterns of inappropriate behaviour can be identified.

Where a third party has raised the concern, the Executive Head Teacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern (if known);
- to the individual involved and any witnesses.

The Executive Head Teacher should record all low-level concerns in writing. This should include:

- details of the concern;
- the context in which it arose;
- evidence collected by the DSL where the concern has been raised via a third party;
- the decision categorising the type of behaviour;
- action taken;
- the rationale for decisions and action taken; the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible)

The records must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK GDPR. They **should be reviewed** so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where such a pattern is identified, the school should either take action through its disciplinary procedures or, if it meets the harms threshold, refer to the LADO. *KCSIE* specifies that,

'Consideration should also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.' It is recommended that schools retain this information at least until the individual leaves their employment.

Detailed guidance is provided in *KCSIE* as to when a low-level concern should be referred to in a reference. More detailed guidance and case studies on low-level concerns are available in [Developing and implementing a low-level concerns policy \(farrer.co.uk\)](#).

Teaching children to keep themselves and others safe

The trustees ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

Relevant topics will be included within Relationships and Sex Education and Health Education. In teaching these subjects we will have regard to the statutory guidance

Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares students and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence / harassment. We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by our behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND). This program will tackle, at an age-appropriate stage, issues such as:

- 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), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Students are given the opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised, including the processes for reporting a concern about a friend or peer, and how any report will be handled.

Online - Safety

The school recognises its responsibilities towards ensuring students can access the Internet and digital technology safely and without harm. The filtering system should block harmful and inappropriate content, without unreasonably impacting teaching and learning with effective monitoring strategies. The school requires

all parents to sign an Internet use permission form on entry to the school. The school will ensure that the web filter used complies with IWF URL filtering as a minimum. The school ensures that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. See E-safety policy for further details

The use of technology can become a significant component of many safeguarding issues. The three main areas of risk are:

1. Content: being exposed to illegal, inappropriate or harmful material
2. Contact: being subjected to harmful online interaction with other users.
3. Conduct: personal online behaviour that increases the likelihood of, or causes, harm.
4. Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your students, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Sexting

"Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting.' Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet'. Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

90% of 16–24-year-olds and 69% of 12–15-year-olds own a smartphone, giving them the ability to quickly and easily create and share photos and videos"

Further details on 'sexting' can be found in the 'Sexting in schools and colleges document produced by the UK Council for Child Internet Safety'

At Kassim Darwish Grammar School for Boys incidents of sexting will be dealt by both the safeguarding and pastoral teams and if needed relevant discipline procedures as outlined in the school behaviour policy. This is available from the school website or school office.

SPECIFIC SAFEGUARDING ISSUES

Annexe B of KCSIE (September 2023) contains important additional information about specific forms of abuse and safeguarding issues. Staff should read the Annexe B. Safeguarding training sessions on inset days should always refer to these special safeguarding issues.

1. Child Abduction and community safety incidents
2. Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
3. County Lines
4. Children and the court system
5. Children missing from education
6. Children with family members in prison
7. Cybercrime
8. Domestic abuse
9. Homelessness
10. Mental health
11. Modern Slavery and the National Referral Mechanism
12. Preventing radicalisation, The Prevent Duty and Channel
13. Sexual violence and sexual harassment between children in schools and colleges
14. Serious Violence

15. So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education. Children who have been exploited will need additional support to help keep them in education. Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:
 - have older boyfriends or girlfriends; and
 - suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance:

Child sexual exploitation: guide for practitioners

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to

move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, student referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- has been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit for Professionals

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child 143 criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence and children missing from education procedures.

If the school identifies that a child is missing from school and without communication from parents, the Head or nominated member of staff must:

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).

In addition, Schools must notify their 'own' local authority when they remove or add a student's name to the admissions register at non-standard transitions, i.e. where a compulsory school-aged child leaves a school before completing the school's final year or joins a school after the beginning of the school's first year.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK.

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in

their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Child –on-Child Abuse

All staff are alert to the risk of child-on-child abuse and understand their role in preventing, identifying and responding to it. Staff should know that children are capable of abusing their peers, they should never dismiss abusive behaviour as normal part of growing up, or ‘banter’, and should not develop high thresholds before taking action as this can create a culture permissive of unacceptable behaviours and an unsafe environment for children. We take a zero-tolerance approach to child –on-child abuse and view it as seriously as abuse by adults. All staff should also understand that child-on-child abuse can happen outside of school and online and it may involve multiple schools. Child-on-child abuse is any form of abuse perpetrated by a child towards another child. It can take many different forms including bullying, abuse in intimate personal relationships between peers, physical abuse, sexual violence, upskirting and initiation/hazing type violence and rituals (this include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The school actively seeks to prevent all forms of child-on-child abuse by educating students and staff, challenging the attitudes that underlie such abuse, encouraging a culture of tolerance and respect amongst all members of the school community, and responding to all cases of child-on-child abuse and any cases of bullying promptly and appropriately.

All staff should challenge inappropriate behaviour between students and anyone who suffers witnesses or hears of abuse of any form between students is asked to report it in accordance with this policy and / or the school's behaviour and discipline and anti-bullying policies, so the appropriate action can be taken. Appropriate action will involve supporting all members of the school community who may be involved as a priority. This may require investigation by the school or other agencies. Until investigation have been undertaken and findings made, the school will work on the basis that the allegations may or may not be true and undertake careful risk assessment of the welfare of those involved to determine how best to manage the situation. Disciplinary action will follow separately, if appropriate.

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate). National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safe Young Lives: Young people and domestic abuse | Safelives
- Domestic abuse: specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- Operation Encompass (includes information for schools on the impact of domestic abuse on children)

As part of Kassim Darwish Grammar School for Boys commitment to keeping children safe we have signed up to implement the principles and aims of the Encompass Model. The project, Operation Encompass, has been designed to provide early reporting to the school of any domestic abuse incidents that occur outside of school, but which might have an impact on a child attending the school the following day.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this

does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. More information can be found in the Mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Every Mind Matters for links to all materials and lesson plans.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach. Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of

radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised. Further information and a list of such indicators can be found at Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com)

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads (and deputies) and other senior leaders in colleges should familiarise themselves with the Prevent duty guidance: for further education institutions in England and Wales. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. The school's or college's designated safeguarding lead (and any deputies) are aware of local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. The designated safeguarding lead (or deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives. Statutory guidance on Channel is available at: Channel guidance.

At our school we are committed to protecting our students from the malign influence of violent political and religious extremism. To support this, all staff have received specialist training from relevant external agencies.

Staff must be particularly vigilant and will report any concerns they have about radicalisation to the DSL. The DSL will then make a referral to the relevant authorities in accordance with Greater Manchester Safeguarding Partnership guidance "Safeguarding Children and Young People Vulnerable to Violent Extremism".

This policy describes the activities that the School will undertake in order to ensure that students attending the School are safeguarded against being influenced by those who hold violent and extreme views. These activities and responsibilities are linked to the duty to promote **British Values** in School:

1. Teach material which emphasis the strengths, weaknesses of democracy in contrast to other forms of government in other countries and how democracy works in Britain.
2. Ensure that all students within the school have a voice that is listened to, for example by having democratic processes such as the school council whose members are voted in by the students;

3. Organise visits to local councils, Parliament and places of worship of other faiths, and encourage contacts with those of other faiths, in political or local office;
4. Use opportunities such as general or local elections to hold whole school mock elections whereby students can learn how to argue and defend points of view.
5. Use teaching resources from a wide variety of sources to help students to understand a range of faiths, and beliefs such as atheism and humanism;
6. Work with the Local Police Prevent Team to provide adequate training for staff, students and parents.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Part five of KCSIE 2023.

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

increased absence from school

- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy. Professionals should also be aware that violence can often peak in the hours just before or just after school, when students are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found here. As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

The Police, Crime, Sentencing and Courts Act will introduce early in 2023 a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

Please see Child-on-child abuse policy for further details

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. It is mandatory for all teachers to report any suspected case of FGM.

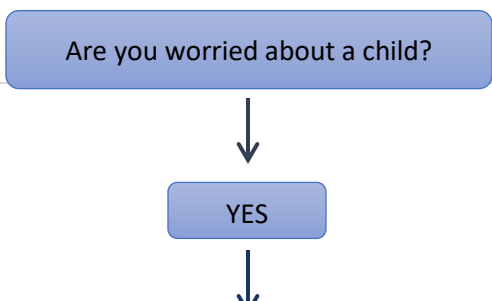
Forced marriage

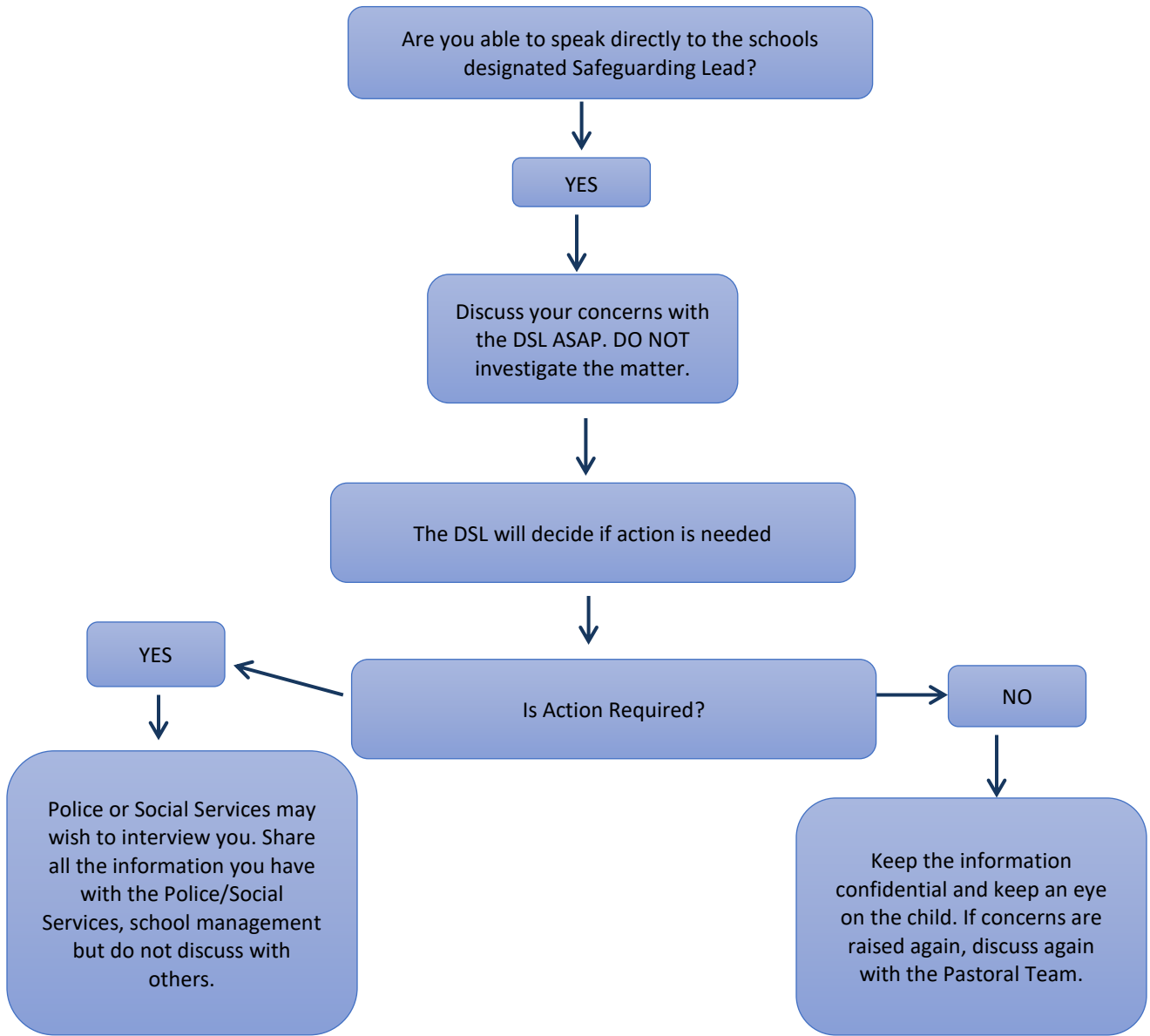
Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and

psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

Action when there are concerns over a child’s welfare or suspicions of abuse:

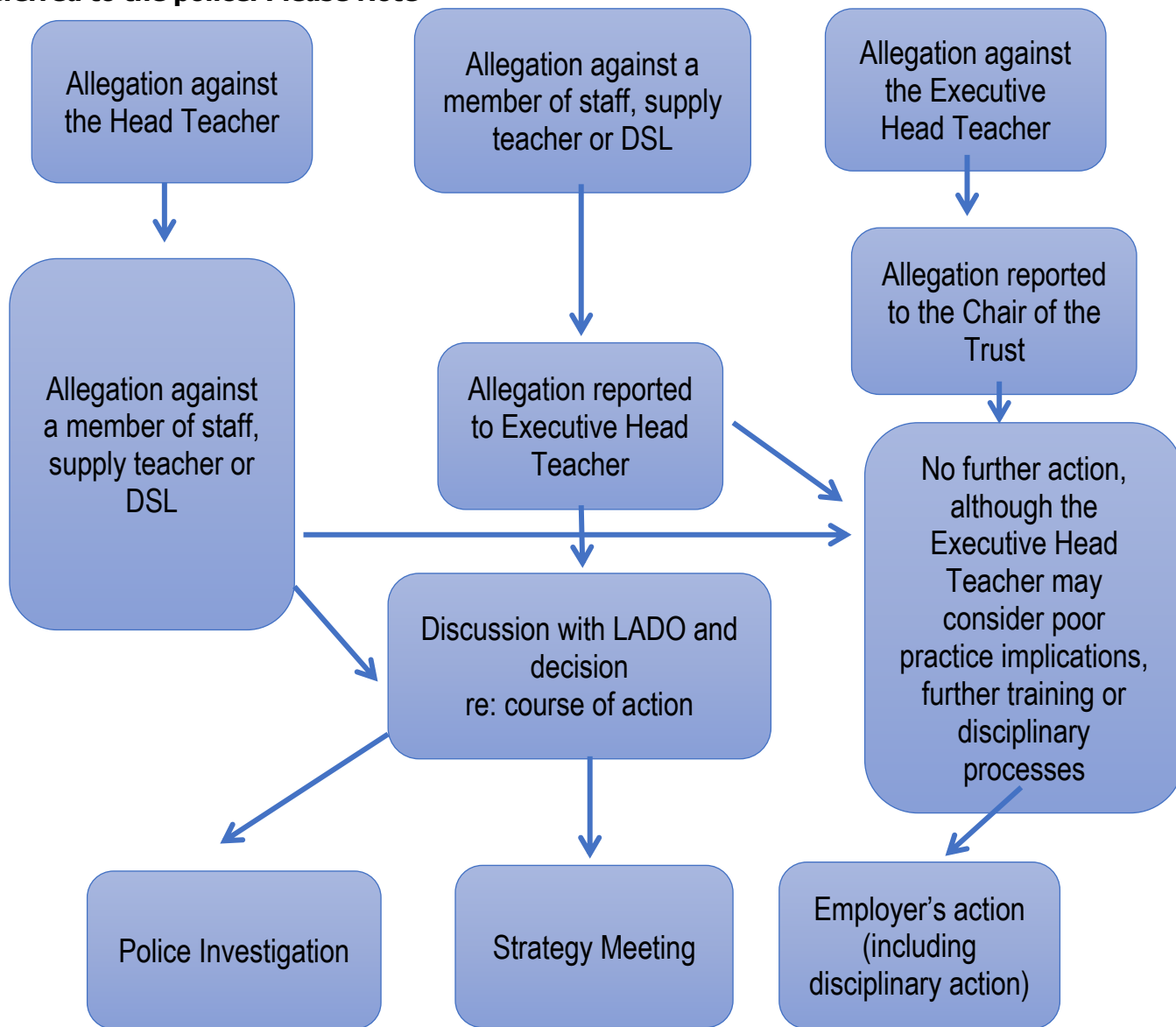




Managing allegations of abuse against staff (including the DSL), supply teachers and Volunteers

Any person who receives or wishes to make an allegation about a member of staff or volunteers or any persons outside the school by a student, parent or another staff member, must report the matter immediately to the EHT or the Chair of Trustees if the allegation is against the EHT. The EHT/ Chair of Trustees will then follow the procedures set out in the flow chart below.

Allegations against a teacher or a member of staff who is no longer teaching at the school will be referred to the police. Please Note



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

SIBLING INFORMATION

APPENDIX 1

STUDENT NAME: _____ **TUTOR GROUP:** _____

BROTHER/SISTER NAME

DATE OF BIRTH

PRESENT SCHOOL

SIGNED: _____ **PARENT/CARER**

APPENDIX 2

CHILD PROTECTION RECORD

Student Name: _____

Date of Incident: _____

Place of Incident: _____

Incident Causing Concern: (carry on overleaf if necessary):

Persons present at time of incident:

Action Taken:

Recorder's Name and Designation: _____

Signature: _____ Date: _____

Have you discussed this with/spoken to a designated person? _____

Do you need further support? _____

Designated Person's Signature: _____

Date: _____

APPENDIX 3

**Chronology of
Events**

Date	Detail of Significant Event	Source of Information	Recorded by

APPENDIX 4

RECORD OF LEVEL TWO SHARING OF INFORMATION AND ACTION

Name of Child: _____

D.O.B.: _____

What are the child's: Strengths? Needs?
How are the child's parenting needs: Being met? Requiring support?
What factors in the family/community: Are available to support the child? May be impacting negatively on the child?
Support already in place:
Support Planned (Indicate who is responsible):
In School/Centre

Other services/agencies:

Home/parent/carer:

Signatures:

School/Centre Staff: _____

Parent/Carer: _____

Date : _____

APPENDIX 5- ROLE OF THE DESIGNATED SAFEGUARDING LEAD

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or a deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the Executive Head Teacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the Executive Head Teacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college

This includes:

ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and supporting teaching staff to provide additional

academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should 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 and the outcome.

We recognise that in some settings there may be a different strategic lead for promoting the educational outcomes of children who have or have had a social worker, particularly in larger schools or colleges. Where this is the case, it is important that the DSL works closely with the lead to provide strategic oversight for the outcomes of these children and young people. They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSIE 2023.

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named person with oversight for SEND in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the schools or college's child protection policy and procedures, especially new and part-time staff
 - ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements

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

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five KCSIE 2023, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Date	12/7/2023
Date reviewed by Trustees	19/7/2023
Date Approved by Trustees	19/7/2023
Name / Position of the Designated Safeguarding Lead (DSL)	Mr D Ghidaoui / Deputy Head Teacher
In the absence of the Safeguarding Lead, contact the Deputy DSL	Mr A Crosbie or Mrs M Mohamed / Executive Head Teacher
Nominated Trustee for Safeguarding	Mr Farroukh Zaheer
Next Review Date of this Policy	Summer 2024