



Safeguarding Policy

This policy has been written with reference to the following legal framework and guidance documents:

Keeping Children Safe in Education: (DfE: Sept 2018)

Working Together to Safeguard Children (July 2018)

What to do if you're Worried a Child is Being Abused (HM Govt. 2015)

Education (Independent School Standards) (England) Regulations (2014) and (January 2015)

Preventing and tackling bullying (DfE: July 2017)

DfE and ACPO drug advice for schools

Domestic Violence and Abuse (Home Office) March 2016

Female genital mutilation: multi agency practice guidelines (HM Government 2014)

Preventing youth violence and gang involvement (Home Office: March 2015)

The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage (HM Government: June 2014)

National action plan to tackle child abuse linked to faith or belief (DfE August 2012)

No Health Without Mental Health strategy (Department of Health)

Mental Health and Behaviour in Schools (DfE March 2016)

This is Abuse Discussion Guide (Home Office: 2013)

Safeguarding children in whom illness is fabricated or induced (DCSF March 2008)

Schedule 10 of the Equality Act (2010)

Special Educational Needs and Disability Code of Practice, 0-25 years (DfE Department for Health: January 2015)

LSCB: London Child Protection Procedures (2017)

Supporting children and young people who are bullied: advice for schools (DfE: 2014)

Guidance for Safer Working practices for Adults Who Work with Children and Young People (2007)

What to do if you suspect a child is being sexually exploited (DfE: 2012)

Counselling in Schools: a blueprint for the future (DfE: March 2015)

Mental Health and Behaviour in School (DfE: March 2015)

Safeguarding children who may have been trafficked: practice guidance DfE Home Office: 2011

Channel Duty Guidance Protecting vulnerable people from being drawn into terrorism



(HM Government: 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

The Rehabilitation of offenders Act

The Children Act 1989

Human Rights Act 1998

Data Protection Act 1984

The Protection of Children Act 1999

The Children (NI) Order

The children (Scotland) Order

Protection of Children Act (1999)

Data Protection Act 1998

Data Protection Act 2018

GDPR (May 2018)

The Children Act (Every Child Matters) (2004)

Safeguarding Vulnerable Groups Act (2006)

Childcare Act 2006

Introduction

The policy incorporates the Department for Education updated guidance contained within 'Keeping Children Safe in Education', issued in September 2018, " Working Together to Safeguard Children" (July 2018), London Child Protection Procedures 2017 and pays regard to the Prevent duty 2015. We have a separate written policy for the Prevent Duty and for Safer Recruitment.

Definitions

Safeguarding and promoting the welfare of children is defined as:

- Ensuring children are provided with safe and effective care whilst they are growing up
- Ensuring that all pupils circumstances allow them to have the best outcomes
- Protecting children from maltreatment
- Preventing impairment of children's health or development



The Children's Act 1989 requires all Local Authorities and Schools to:

- Take action to safeguard and promote the welfare of any child who is suffering or likely to suffer 'significant harm'
- Safeguard and promote the welfare of any child who is 'in need'

There are two parts to safeguarding:

- A duty to protect children from maltreatment
- A duty to prevent impairment of health and development

Promoting welfare means:

- Creating opportunities to enable children to have optimum life chances

Significant Harm

The concept of Significant Harm introduced by the **Children Act 1989** is the threshold by which compulsory intervention by Social Services may take place:

- Harm means ill treatment or the impairment of health or development;
- Development means physical, intellectual, emotional, social or behavioural development;
- Health means physical or mental health; and ill treatment includes sexual abuse and forms of ill treatment which are not physical.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer from significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.



Our Vision

At Alamiyah School we are concerned about the safety and wellbeing of all children. We will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life to ensure that all children are safe secure and happy.

Our Commitment to Safeguarding Children

At Alamiyah School,

- o We endeavor to be a place where pupils, staff, helpers, families and other visitors are made welcome and comfortable and where everyone is treated with respect.
- o We believe that all children and young people have the right to protection from neglect and abuse and that their welfare is of paramount importance.
- o Learning and personal development takes place in a climate of trust and confidence and where everyone's unique contribution to our community is valued.
- o We maintain an environment, which promotes the safety, wellbeing and development of children.
- o We help children to establish and sustain satisfying and trusting relationships within their families and with peers, teachers and other adults.
- o We create an environment, which encourages children to develop a positive self-image, regardless of race, language, religion, culture or home background.
- o We enable children to have self-confidence and the ability to express their feelings.
- o We recognize that everyone who comes into contact with a child has a responsibility for safeguarding and promoting their welfare and for ensuring that they are protected from harm.



- o All staff and volunteers working in the school have a duty to ensure that children are safe and protected and we all have a duty to ensure that if there are any concerns relating to the welfare or safety of a child the Barking and Dagenham Child Protection procedures are followed.
- o We will ensure that our approach is child centred and focuses on what is in the best interests of the child.
- o We will always attempt to work in partnership with families but in any conflict between the needs of the child or young person and those of parents/carers or professionals, the needs of the child must come first.
- o All staff will be individually pro active and tenacious in their safeguarding duties, from the point of identifying concerns and sharing information to taking prompt action and following up any concerns.
- o We are committed to safe recruitment and selection procedures to ensure that all staff and volunteers have been appropriately screened prior to appointment, and to the provision of appropriate child protection training through the staff induction programmed and within continuing professional development opportunities.
- o We have a separate written Safer Recruitment Policy and Whistleblowing Policy
- o We have a separate written Prevent Duty Policy and British Values Policy
- o We have a separate written E-Safety Policy, Anti Bullying Policy and FGM policy

Scope of this policy:

- o To provide clear direction to staff and others about expected codes of behaviour in dealing with Child Protection issues.



- o To make explicit the school's commitment to the development of good practice and sound procedures so that child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child and put the child first.
- o To promote effective liaison with other agencies in order to work together for the protection of all members of the community.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is **Hanan Musa**. The Deputy Designated Safeguarding Lead is **Nasima Bobat**. The Trustee Lead who oversees this work is the Principal Director on the Board of Trustees: **Saahera Motara**.

- Governing bodies and Boards that operate independent schools must have a senior board level lead to take leadership responsibility for their school's safeguarding arrangements
- All schools have to have a senior member of staff with responsibility for implementing the child protection policy. In our school the designated member of staff with child protection responsibility is Hanan Musa
- As the designated safeguarding lead for child protection, Hanan Musa will have regular child protection training and will make sure that all staff and volunteers know how to recognise and report any concerns or indications that a child is or has been neglected or abused.
- Hanan Musa will provide information to the board regarding the number, nature and outcomes of referrals made.
- Hanan Musa will make any necessary contact with the appropriate safeguarding team or the police and he will make sure that the school follows the LSCB and are committed to working in partnership with the Children's Services Duty and Assessment Team.
- Hanan Musa will follow procedures and contributes fully to the child protection process.

Management and Governors



The designated safeguarding lead undertakes roles and responsibilities (single agency) training and Local Safeguarding Children Board (LSCB) interagency training at a minimum of every 2 years.

The Directors and Governors will attend roles and responsibility training every 2 years and other safeguarding training as appropriate. If they are not the designated safeguarding lead, they will also be included in the school based child protection training.

All Staff

In accordance with the guidance KCSIE (Keeping children safe in Education) 2018 all staff including DSL's will do a refresher course annually and will also be updated annually on any additional guidance issued on safeguarding to provide them with relevant skills and knowledge to safeguard children effectively.

- o We ensure that all staff read and signed to say that they have read and understood at least Part One of this guidance. Staff understanding of procedures and the guidance is checked through the means of a questionnaire.
- o We ensure that mechanisms are in place to assist staff to carry out their duties safely.
- o All staff members are made aware of systems within school which support safeguarding and these are explained to them as part of staff induction. Staff must know these systems well, including identifying and reporting concerns, making a referral, the importance of acting immediately. This includes knowledge of:
 1. The Safeguarding Policy and Procedures;
 2. The Behaviour Management Policy;
 3. Anti Bullying Policy
 4. E-Safety Policy
 5. The Staff Handbook (outlining staff code of conduct)
 6. The role of the designated safeguarding lead;
 7. The Arrival and Departure of Children Policy;
 8. The Visitor Policy;
 9. The Missing child policy;
 10. The Uncollected child policy;



11. The Health and Safety Policy;
12. Admissions Policy;
13. Attendance and Punctuality Policy;
14. Transition Policy

Copies of all policies and a copy of Part One of this document (Keeping children safe in education) are provided to staff at induction.

All staff should be aware of the early help process, and understand their role in it which includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment.

Induction

All staff, including supply staff, on site contractors, support services, teaching practice students and volunteers working in the school will be given induction information regarding this policy.

Training

All members of staff will receive child protection training as part of their induction by the designated safeguarding lead for child protection or an external expert in addition to annual refresher training. Staff will update their training every 2 years. Please see our training record for details on our most recent Safeguarding training session. Training is updated regularly for the Head who is also the DSL, and all staff every year.

Hanan Musa will be responsible for ensuring the Central Training Record is kept up to date specifically with regards to child protection training.

Volunteers and Teaching Practice Students



All volunteers and short term or supply staff will be informed of their responsibility to safeguard children and will be provided with training and they will be given the name of the designated safeguarding lead.

Capital Programme

We will ensure that during the progress of any building or other on site works, contractors will be issued with relevant child protection information. This will include our expectation of their conduct whilst on site.

Recruitment (*Please see Safer Recruitment Policy*)

The Trustees will ensure, in keeping with the recommendations of the Bichard Inquiry and the DfE guidance on *Safeguarding Children*, that our recruitment and selection policy is robust in following up references, DBS checks, prohibition checks, right to work and career gaps.

Whistleblowing (*Please see the School's Whistleblowing Policy for more details*)

All staff and volunteers should feel able to raise concerns about poor or unsafe practices and potential failures in the school's safeguarding systems and know that their concerns will be taken seriously.

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

- o General guidance can be found in our Whistleblowing Policy and Staff Handbook
- o The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Mon to Fri and Email: help@nspcc.org.uk.

Teaching Safeguarding

Pupils are taught about safeguarding in a simple way through our PSHE programme. This



covers issues around staying safe, healthy relationships and what to do if they are worried about a situation or issue and need help.

Supporting Children

We recognise that children 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 children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service (CAMHS), education welfare service and educational psychology service;
- ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Particularly Vulnerable Children

We recognise that for a number of reasons, children with special needs are more vulnerable to abuse, and may be less able to tell people about abuse happening to them. For these reasons, it is essential that rigorous child protection procedures are in place, especially with regard to recruitment, checks on volunteers and paid workers, whistle blowing policies, and having clear guidelines setting out acceptable behaviour by those working with children with disabilities. Support for children for whom English is an additional language and children in care may also require extra consideration.

Looked After Children



Looked After Children (LAC) is the term applied to children who are not living in the family home and whose welfare has become the responsibility of the local authority. Mostly the children are placed with foster carers but can be living with a member of the extended family or in a larger residential foster home. The children may be in this situation for a number of reasons such as a lone parent being seriously ill or hospitalised, or a temporary crisis for the family. Most are in local authority care due to suspected or proven abuse or continued lack of appropriate care.

Looked after children can be particularly vulnerable. We will work with the local authority and carers in formulating a **Personal Education Plan (PEP)** to lessen the impact on the child. These plans will be reviewed regularly. The DSL will be responsible for ensuring that the needs of looked after children are being met in the school by:

- Maintaining a register of all children in public care on roll at the school. Ensuring an induction meeting takes place when a LAC joins the school.
- Obtaining educational records from the child's last school.
- Ensuring that within 3 weeks of a child in public care entering the school or changing a care placement, a Personal Education Plan is completed with the Social Worker and carer.
- Sharing relevant personal information sensitively with other people that need to know.
- Ensuring that high expectations are set in school for children in public care.
- Ensuring that they or someone appropriate acts as an advocate for each child in public care.
- Ensuring good liaison with the child's Social Worker and other Children, Schools and Families Service staff.
- Ensuring that all teachers are aware of what may be particular issues for children in public care.
- Establishing good communication systems between relevant teachers and carers. Supporting carers and school staff to ensure that any special educational needs of children in public care are met.
- Encouraging children in public care to value education.
- Participating in training and support networks for Designated Teachers set up by the local authority.

Care Leavers



If a child ceases to be looked after they become care leavers. The LA still has responsibilities to children or youth who cease to be looked after. The LA will appoint a Personal Advisor to guide and support the care leaver. The DSL will be seek the details of the LA Personal Advisor for the child and ensure that the school liaises with them so that they are aware of any issues of concern for the care leaver. It is important that staff have the skills, knowledge and understanding to keep previously looked after children safe since they are a particularly vulnerable group. Work with this group requires prompt communication with the relevant agencies to safeguard them.

Children with Special Educational Needs and Disabilities

Children with SEN or a disability can face additional challenges. Barriers can exist when recognising abuse or neglect since:

- indicators of possible abuse could be attributed to behaviour, mood, injury related to a child's disability without further exploration
- they are more prone to peer group isolation than other children
- they can be disproportionately impacted by behaviours such as bullying without showing the any signs of this having taken place
- there may be communication barriers and difficulties in overcoming them.

The SENCO And DSL will put in place additional pastoral support for pupils with SEN or a Disability so that these issues can be picked up earlier.

Early Help

Early help is a means of providing support as soon as a problem emerges. It can be provided at any point in a child's life, from the foundation years through to their teenage years. It involves working together effectively with local agencies to help improve outcomes for a child.

In most cases, parents can look after their children without the need of further help apart from family and friends. There are some parents who struggle and may require additional help from



the school or other additional services. Providing early help is more effective in promoting the welfare of children than help that is put in place once a more acute problem emerges. Alamiyah School will work together with other agencies to provide a coordinated offer of early help, in accordance with multi agency working practices recommended in the guidance 'Working Together to Safeguard Children' 2018.

We will pool our knowledge within the school and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed through a Multi Agency Panel and/or a CAF.

We will talk to the family about referral to a targeted early help service and explain that there may be a need to involve other professionals, including talking to a social worker about our concerns. We will seek the family's consent for the referral. If the family does not consent to an early help service, we will make a judgement about whether the needs of the child will escalate or the child will become unsafe without help. If our judgement is that the needs or concerns will escalate, then we will contact the MASH team for a consultation with a qualified social worker in order to make a shared decision about whether the level of concerns calls for a referral to Children's Social Care.

Any child may benefit from from early help, however staff should be particularly alert to the need for early help for the following children:

- disabled child with specific additional needs
- child with special educational needs (with or without a statutory EHCP)
- child who is a young carer
- child who shows signs of being drawn into anti social or criminal behaviour, including gang involvement and association with organised crime groups
- child who is frequently missing/goes missing from care or from home
- child who is at risk of modern slavery, trafficking or exploitation
- child who is at risk of being radicalised or exploited
- child who is in a family circumstance which presents challenges for the child, such as alcohol or drug misuse, adult mental health issues and domestic abuse
- child who is misusing drugs or alcohol themselves
- child who has returned home to their family from care



- child who is a privately fostered child

Early Help cases should be kept under constant review in order to determine whether the child's situation is not improving or getting worse. If this is the case then consideration should be given to making a referral to children's social care for assessment for statutory services.

The Categories of Abuse

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Through their day-to-day contact with children and direct work with families, education staff have a crucial role to play in noticing indicators of possible abuse or neglect and referring those concerns to the appropriate investigative agencies (social services and police). Staff should maintain an attitude of 'it could happen here' where safeguarding is concerned.

The Children Act 1989 introduced the concept of "Significant Harm" as the threshold that justifies compulsory intervention in family life in the interests of children.

There are no absolute criteria to rely on when judging what constitutes significant harm. Overall, it can be described as the detrimental outcome of various forms of child maltreatment to the child's wellbeing.

- **Harm** means ill treatment or the impairment of health or development.
- **Development** means physical, intellectual, emotional, social or behavioural development.
- **Ill-treatment** includes sexual abuse and forms of ill treatment, which are not physical.
- **Health** includes physical or mental health.

Where the question of whether harm suffered by a child is significant turns on the child's health and development, the child's health or development shall be compared with that which could reasonably be expected of a similar child.

There are four main categories of abuse – **physical injury, neglect, sexual abuse** and **emotional abuse**. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together.



These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse. These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered.

There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion, then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes. If staff are unsure please speak to the DSL or deputy or call the MASH team if neither DSL or deputy are available.

Physical Injury

Signs & Symptoms:

- o Bruises and abrasions - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.
- o Slap marks — these may be visible on cheeks or buttocks.
- o Twin bruises on either side of the mouth or cheeks - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- o Bruising on both sides of the ear — this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- o Grip marks on arms or trunk - gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.



- o Black eyes – are mostly commonly caused by an object such as a fist coming into contact with the eye socket. NB. A heavy bang on the nose, however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- o Damage to the mouth – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- o Bite marks
- o Fractures
- o Poisoning or other misuse of drugs – e.g. overuse of sedatives.
- o Burns and/or scalds – a round, red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as ‘dipping scalds’ are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately ‘dipped’ in a hot bath will not have splash marks.

Neglect

Signs and Symptoms:

- o Dirty
- o Lack of appropriate clothing
- o Smells of urine
- o Unkempt hair
- o No parental interest (a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness & cleanliness are unimportant and those where the lack of care is preventing the child from thriving.)
- o Underweight — a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- o Body sores



- o Not wanting to communicate
- o Behaviour problems
- o Attention seeking
- o Lack of respect
- o Often in trouble – police
- o Bullying
- o Use of bad language
- o Always out at all hours
- o Stealing
- o Lack of confidence – low self-esteem
- o Jealousy

Sexual Abuse

Signs and Symptoms:

- o A detailed sexual knowledge inappropriate to the age of the child.
- o Behaviour that is excessively affectionate or sexual towards other children or adults.
- o Attempts to inform by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive preoccupation with secrecy and try to bind the adults to secrecy or confidentiality.
- o A fear of medical examinations.
- o A fear of being alone — this applies to friends/family/neighbours/baby-sitters, etc
- o A sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.
- o Excessive masturbation is especially worrying when it takes place in public.
- o Promiscuity
- o Sexual approaches or assaults - on other children or adults.
- o Urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.



- o Bruising to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- o Discomfort or pain particularly in the genital or anal areas.
- o Drawing of pornographic or sexually explicit images.
- o Withdrawn
- o Rejecting physical contact or demanding attention

Emotional Abuse

Signs and Symptoms:

- o Crying
- o Rocking
- o Withdrawn
- o Not wanting to socialise
- o Cringing
- o Picking up points through conversation with children
- o Bad behaviour
- o Aggression
- o Behaviour changes
- o Bribery by parent
- o Self-infliction
- o Lack of confidence
- o Attention seeking
- o Isolation from peers – unable to communicate
- o Clingy
- o Afraid of authoritative figures
- o Treating others as they have been treated

Child Sexual Exploitation (CSE)

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



exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM)

Please refer to our policy on FGM.

FGM is a form physical and emotional abuse and it is a criminal offence to perform the procedure or assist in carrying out FGM.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM.

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. For information on warning signs that FGM may be about to take place, and what to do, see Appendix on FGM.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Female Genital Mutilation (FGM): Mandatory Reporting Duty



Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. The Mandatory reporting duty commenced in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding leader and involve children’s social care as appropriate.

Preventing Radicalisation

From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, 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

Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The Internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing 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. School staff should use their



professional judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme. ***The School's Prevent Officer is Hanan Musa***

Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes, which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Online Safety

Please see E-Safety Policy

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

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material
- Create: creating images that may be inappropriate
- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm

As part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 64) and the requirement to ensure children are taught about safeguarding, including online (paragraph 68), online safety training for staff is integrated, aligned and considered as



part of the overarching safeguarding approach. Websites and content will be filtered and monitored rather than blocked so that issues around online safety can be discussed and resolved rather than avoided within the school environment.

Specific Safeguarding Issues

There are safeguarding issues that can place children at risk of harm. Behaviours such as drug taking, alcohol abuse, deliberately missing education or sexting (youth produced imagery) put children in danger.

Expert and professional organizations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example the NSPCC website and the GOV.UK website can provide guidance on the issues listed below (please also refer to guidance in Annex A of KCSIE 2018):

- o Child missing from education
- o Child missing from home or care
- o Children and the court system
- o Children with family members in prison
- o Child criminal exploitation - county lines
- o Child sexual exploitation (CSE)
- o Bullying including cyber bullying
- o Domestic violence
- o Drugs
- o Fabricated or induced illness
- o Faith abuse
- o Female genital mutilation (FGM)
- o Forced marriage
- o Gangs and youth violence
- o Gender-based violence/violence against women and girls (VAWG)
- o Homelessness
- o Mental health
- o Private fostering
- o Preventing radicalisation



- o Sexting
- o Teenage relationship abuse
- o Trafficking
- o Missing children and adults.
- o Hate
- o Honour based violence including breast ironing
- o Peer on Peer Abuse
- o Sexual Violence and Sexual Harassment between children

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

Peer on Peer Abuse

Safeguarding issues can manifest themselves in peer on peer abuse which may include the following:

- bullying and cyberbullying
- physical abuse such as hitting, kicking, biting, hair pulling or causing other physical harm
- sexual violence and sexual harassment
- initiation/hazing type violence and rituals
- sexting

Young children can be involved in peer on peer abuse which is usually behaviour learnt from adults or from exposure to inappropriate material indicating another safeguarding issue. It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such trustees ensure that appropriate filters and appropriate monitoring systems are in place. Peer on peer abuse can manifest itself in many ways. Sexting is a safeguarding issue which can manifest in children of primary school age and cannot be dismissed. We recognise that peer on peer abuse can be gendered in nature, where girls are the victims and boys the perpetrators however girls can abuse boys and any form of abuse will be taken seriously and not dismissed. Abuse is abuse and will not be tolerated or passed off as 'banter', 'having a laugh' or 'just part of growing up'.



Child on Child Sexual Violence or Sexual Harassment

We recognise that children can and sometimes do abuse their peers in this way. We recognise that cases amongst young children have occurred and pupils must be safeguarded from this in a very sensitive way ensuring the emotional and physical welfare of both victim and the perpetrator. Due to their young age, it is important to note that the offence by the perpetrator signals that the perpetrator may have also been the victim of a sexual offence. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act (2003) defined clearly in Annex A, KCSIE 2018 (please refer to KCSIE 2018 Section 5 and Annex A for more detailed information).

Children Missing from Education

Children who go missing from education must have appropriate safeguarding responses to ensure that any issues of abuse, neglect, sexual abuse or exploitation do not go unnoticed. and to help prevent the risk of children going missing in the future. As a school:

- we hold two emergency numbers for the child other than the parents
- we adhere to clear procedures for absences including first day and longer absences
- we have strict monitoring procedures for absences and punctuality
- we adhere to council protocols for removing a pupil from roll and informing the LA about pupils who leave the school or transition to other settings.

Abuse linked to faith or beliefs

There is no agreed definition of or consensus about the concept of 'child abuse linked to faith or belief'. Child abuse linked to faith or belief can be separated into four areas as follows;

1. Abuse that occurs as a result of a child being accused of witchcraft or of being a witch
2. Abuse that occurs as a result of a child being accused of being 'possessed by spirits' that is, 'spirit possession'
3. Ritualistic abuse



4. Satanic abuse

The forms the abuse can take include;

- **Physical abuse:** beating, burning, cutting, stabbing, semi-strangulating, tying up the child, or rubbing chilli peppers or other substances on the child's genitals or eyes
- **Emotional abuse:** in the form of isolation {e.g. not allowing a child to eat or share a room with family members or threatening to abandon them}. The child may also be persuaded that they are possessed
- **Neglect:** failure to ensure appropriate medical care, supervision, school attendance, good hygiene, nourishment, clothing or warmth
- **Sexual abuse;** within the family or community, children abused in this way may be particularly vulnerable to sexual exploitation

Child Abuse linked to faith and/or belief is not confined to one faith, nationality or ethnic community. Examples have been recorded worldwide among Europeans, Africans, Asians and elsewhere as well as in Christian, Muslim, Hindu and pagan faiths among others. Not all those who believe in witchcraft or spirit possession harm children. Data on numbers of known cases suggests that only a tiny minority of people with such beliefs go on to abuse children.

Common factors that put a child at risk of harm include;

- Belief in evil spirits: this is commonly accompanied by a belief that the child could 'infect' others with such 'evil'. The explanation for how a child becomes possessed varies widely, but includes through food that they have been given or through spirits that have flown around them;
- Scapegoating because of a difference: it may be that the child is being looked after by adults who are not their parents (i.e. privately fostered), and who do not have the same affection for the child as their own children;
- Rationalising misfortune by attributing it to spiritual forces and when a carer views a child as being 'different' because of disobedience, rebelliousness, over-independence, bedwetting, nightmares, illness or because they have a perceived or physical abnormality or a disability; Disabilities involved in documented cases included learning disabilities, mental ill health, epilepsy, autism, a stammer and deafness;
- Changes and / or complexity in family structure or dynamics: there is research evidence (see Stobart, Child Abuse linked to Accusations of Spirit Possession - see



related links] that children become more vulnerable to accusations of spirit possession following a change in family structure (e.g. a parent or carer having a new partner or transient or several partners). The family structure also tended to be complex so that exact relationships to the child were not immediately apparent. This may mean the child is living with extended family or in a private fostering arrangement (see Children Living Away from Home Procedure, Private Fostering - see related link). In some cases, this may even take on a form of servitude;

- Change of family circumstances for the worse: a spiritual explanation is sought in order to rationalise misfortune and the child is identified as the source of the problem because they have become possessed by evil spirits. Research evidence is that the family's disillusionment very often had its roots in negative experiences of migration: in the vast majority of identified cases in the UK to date, the families were first or second generation migrants suffering from isolation from extended family, a sense of not belonging or feeling threatened or misunderstood. These families can also have significantly unfulfilled expectations of quality of life in the UK;
- Parental difficulties: a parent's mental ill health appears to be attributed to a child being possessed in a significant minority of cases. Illnesses typically involved include post-traumatic stress disorder, depression and schizophrenia.

The Law in relation to child abuse linked to faith and belief

There are sufficient existing laws within the UK with which to prosecute those responsible for child abuse linked to faith and/or belief thereby negating any need for further more specific offences.

What to do if you suspect a child is at risk from abuse linked to faith and/or belief

Concerns about a child's welfare can vary greatly in terms of their nature and seriousness. If you have concerns about a child, you should record and report your concerns to the DSL.

Action to be Taken

Sometimes concerns that a child or young person is suffering or is likely to be suffering some form of abuse will build up slowly over time, and some will be as a response to a child



presenting an injury or mark or talking about a worrying issue. All concerns should be recorded on a **Cause for Concern Form** and should be referred to the designated safeguarding lead, who will provide support and guidance and if appropriate will make a referral to the safeguarding team and if necessary the police.

Private Fostering

Private fostering occurs when a child under the age of 16 (under 18 if disabled) is provided with care and accommodation by a person who is not; the parent, person with parental responsibility, or a relative in their own home for more than 28 days. If this sort of arrangement comes to the attention of school staff through normal interactions then this should be reported to the DSL using the cause for concern form. The DSL will then inform the LA so that they can check that the arrangement is suitable and safe for the child. See Annex A of KCSIE 2018.

Children Staying with Host Families

In some circumstances, if the school provides opportunities for children to stay with a host family who provide care and accommodation when the host family are unrelated to the child, this could amount to private fostering. Under the Children Act 1989, the LA will need to be notified if the arrangement constitutes private fostering. If unsure about whether it is reportable then contact the MASH team for guidance.

Contextual Safeguarding

Safeguarding Assessments of children should consider the wider context within which the child lives and travels within. Wider environmental factors within a child's life that may be a threat to their safety and/or welfare should be considered. Considering children's contexts such as deprivation and higher crime rates can lead to preventative measures and early help being put in place to bring about better outcomes.

Disclosures by a Child



Sometimes children and young people who are suffering abuse choose a trusted adult to tell. If a child discloses abuse in school, the person hearing the disclosure should:

- o Listen, allowing the child to recall freely;
- o Reassure the child that they are believed;
- o Make notes as soon as possible on the **cause for concern form** recording as accurately as possible the words used by the child;
- o But be clear with the child that the information will have to be passed on and that there are people who will be able to help; and
- o **DO NOT ASK THE CHILD QUESTIONS;** This is the role of specially trained social workers and police officers. Others posing questions to the child could contaminate potential evidence of a crime.
- o Stress that it was the right thing to tell.
- o Do not criticise the alleged perpetrator.
- o Explain what has to be done next and who has to be told.
- o Inform the DSL without delay.
- o **DO Record and Report all disclosures to the DSL**
- o Complete the **cause for concern form** and pass it to the DSL.
- o Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

What Action to Take if You Have Concerns about a Child

Members of staff, governors, volunteers, contractors or activity providers:

1. Discuss your concerns *immediately* with the DSL Hanan Musa, or in their absence, with the Deputy DSL Nasima Bobat, as soon as possible, before the child leaves for the day. It is important that the child is not sent home at the end of the day without taking the right protective action.
2. Complete the **cause for concern form** and pass it to the DSL.
3. If the DSL or their deputy is not available, you should contact the Children's Social Care Duty and Assessment Team yourself for a consultation about the action you need to take. Inform the DSL about your consultation and what actions you have taken.



Designated safeguarding lead

If you are concerned that the child is at risk of significant harm

1. Contact the relevant Duty and Assessment Team immediately. See Appendix A
2. If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately.
3. If the Duty and Assessment Team accepts the concern as a referral, send them a completed statement of referral (available on the Barking and Dagenham safeguarding for professionals section of the website.) within 24 hours.
4. The Duty and Assessment Team may decide, in discussion with you, that the child's needs fall below their thresholds and that support can be given through the Multi Agency Panel or via a CAF.
5. Record all your discussions and decision-making on the **cause for concern conversations log** and keep this form with the original record of the cause for concern. Add it and a copy of the statement of referral to the child's child protection file. If the child does not have a stand-alone child protection file, you will need to create one including a front sheet. Update or start the chronology. Continue to update the child's file and chronology as the investigation and the resulting work carry on.

You believe the child is not at risk of significant harm, but the child or their family may need support

1. Discuss your concerns with senior colleagues in another agency, if necessary.
2. Contact the Duty and Assessment Team for a consultation, without necessarily identifying the child in question, in order to develop an understanding of the child's needs and circumstances.
3. If the Duty and Assessment Team accepts your contact as a referral for social care assessment, send them a completed statement of referral within 24 hours, as above.
4. If your consultation results in the decision that the child and family are in need of help but not through Children's Services, provide additional support in the school and/or refer the child or their family to other agencies providing early help services.
5. Record all your consultations and decision-making on the **cause for concern conversations log** attached to the **cause for concern form** submitted by the teacher. Add it and a copy of the statement of referral to the child's child protection file. If the



child does not have a stand-alone child protection file, you will need to create one including a front sheet. Update or start the chronology. Continue to update the child's file and chronology as the investigation and the resulting work carry on.

Discussing Concerns with the Family and the Child – Advice for the Designated Safeguarding Lead

1. In general, we will discuss any concerns the school may have with the child's parents. They need to know that we are worried about their child. However, we will not discuss our concerns if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
2. If we make a decision not to discuss our concerns with the child's parents or carers this will be recorded in the child's child protection file with a full explanation for our decision.
3. It is important to consider the **child's wishes** and feelings, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.
4. Children will be given the opportunity to express their views and give feedback.
5. When talking to children, we will take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.
6. How we talk to a child will also depend on the substance and seriousness of the concerns. We may need to seek advice from Children's Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
7. If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.
8. It is expected that we discuss our concerns with the parents and seek their agreement to making a referral to Children's Social Care, unless we consider that this would place the child at increased risk of significant harm.
9. We do not need the parents' consent to make a referral if we consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral.
10. If parents refuse to give consent to a referral but we decide to continue, we will make this clear to Children's Social Care.



11. If we decide to refer the child without the parents' consent, we will record this with a full explanation of our decision.
12. When we make our referral, we will agree with Children's Social Care what the child and parents will be told, by whom and when.

If Children's Social Care Accepts a Referral for a Social-Care-Led Response

1. A senior social work practitioner and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary.
2. The evaluation of concerns and risks involve deciding whether:
 - a. the child needs immediate protection and urgent action is necessary; or
 - b. the child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989; or
 - c. the child is in need and should be assessed under section 17 of the Children Act 1989.
3. We will cooperate with Children's Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child. This may involve removing the child from their home.
4. We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.
5. We will share information about the child and their family for section 47 enquiries and family assessments undertaken by Children's Social Care.
6. We will ensure that a relevant staff member participates in all initial and review child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome focused child protection plan and will ensure that the child's wishes and views are considered in their own right in planning.
7. If we are members of the core group to implement a child protection plan, we will ensure that relevant staff members participate in all core group meetings.
8. We will ensure that we complete all actions allocated to us as part of the outcome focused plan, whether a child protection plan or a family support plan, in a timely way.
9. We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.



Managing Allegations Against other Pupils

The new 'Keeping children safe in education' statutory guidance says that 'governing bodies... should ensure that there are procedures in place to handle allegations against other children' .

In most instances, the conduct of pupils towards each other will be covered by our Behaviour Policy and Anti Bullying Policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

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

Peer on Peer Abuse

Safeguarding Allegations Against other Pupils

It is possible that allegations may be made against pupils by others in the school, which are of a safeguarding nature even though at a very young age, it may be through exposure rather than the inclination of the child. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found. The allegation:

- Is against an older pupil referring to their behaviour towards a younger or more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this pupil
- Indicates that young people outside the school may be affected by this pupil



Examples of safeguarding issues against a student could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol
- Hitting, biting, kicking, shaking, hair pulling

Emotional Abuse

- Threats and intimidation Sexual Abuse
- Indecent exposure, indecent touching or serious sexual assaults
- Blackmail or extortion
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to play inappropriate games
- Encouraging other children to attend inappropriate parties
- Photographing or videoing other children performing indecent acts

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

Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils will present a safeguarding risk to other pupils. The school should be informed that the young person raises safeguarding concerns, for example, if they have experienced serious abuse themselves.



These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do in the event of a safeguarding allegation against another pupil

When an allegation is made by a student against another pupil:

1. members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated safeguarding lead (DSL) should be informed.
2. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
3. The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person.
4. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.
5. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils'.
6. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).
7. It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
8. Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
9. In situations where the school considers a safeguarding risk is present, a risk and needs assessment should be prepared along with a preventative, supervision plan.

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

Allegations Against Staff



We believe that all members of the school community are entitled to receive care and protection from harm. We will not accept inappropriate behavior towards pupils or staff, and will ensure that any concerns or allegations of impropriety are dealt with quickly, fairly and sensitively.

Staff Allegations:

If a member of staff at the school has been alleged to have:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates that he/she would pose a risk of harm to the children

Then the Staff Allegation Procedure must be implemented if the allegation is against a member of staff currently working or volunteering at the School regardless of whether the abuse took place at the School or not. If the staff member has left or is a historic case then the matter should be referred to the police.

Procedure for an Allegation made against a Staff Member

In the event that an allegation of abuse is made against a member of staff or other adult in the Primary School the following procedures are followed (for the LA procedure see Appendix B):

Initial Action by person receiving or identifying an allegation or concern

1. Treat the matter seriously and keep an open mind
2. Make a written record of the information using the **Cause for Concern Form**, including the time, date and place of incident/s, persons present and what was said and sign and date this immediately report the matter to the DSL or deputy in their absence or where the DSL is the subject of the allegation report to the Headteacher, if the headteacher is the subject of the allegation then report to the Trustee Lead /Principal Director.
3. The DSL should discuss the allegation with the Headteacher unless the allegation is against the DSL in which case the headteacher should discuss with the Trustee Lead. If the allegation is against the Headteacher the Trustee Lead should contact the LADO directly about the case.



4. Inform the accused person about the allegation as soon as possible unless there is a need for a strategy discussion or police or children's social services need to be involved, in which case the case manager should not do so until those agencies have been consulted and have agreed which information can be disclosed to the accused.
5. The Headteacher/Trustee Safeguarding Lead will consider whether the teacher will need to be suspended from duties involving contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered before taking this step. Suspension becomes an option when no reasonable options remain available.

The Lead for the case will therefore either be the DSL, the Headteacher or the Trustee Safeguarding Lead, the lead will be named the '**Case Manager**'. If the DSL is the case manager then the Headteacher should be consulted in the decision making at all stages of the investigation.

Initial Action by the Case Manager.

The Case Manager will take the following action:

1. Obtain written details of the concern or allegation but will not investigate or interview child, adult or witnesses
2. Contact the LADO within 24 hours by filling in a LADO Referral Form and emailing to lado@lbbd.gov.uk or call Children's Social Care after hours service if they cannot be reached.

This will be followed up by calling Teresa De Vito or Mike Cullern on 020 8227 3934 or 020 8227 3896 in accordance with Child Protection Procedures provided by Barking and Dagenham Social Services and follow through with the procedures outlined in their guidance.

3. Discuss with the LADO next steps using the London Child Protection Procedures Flow Charts Allegations/Concerns Against Staff
4. The Child Protection Advisor will then discuss how to proceed and whether to complete a Multi Agency Referral Form [MARF] childrens@lbbd.gov.uk.
5. Inform Joy Barter the Group Manager Early Years Foundation Stage.
6. Inform the Trustee Safeguarding Lead
7. Inform the accused staff member



8. Inform the parents or carers of the child or children involved unless involvement, unless there is a need for a strategy discussion or police or children's social services need to be involved, in which case the case manager should not do so until those agencies have been consulted and have agreed which information can be disclosed to parents or carers.
9. Use the Ofsted online notification system no later than 14 days after the allegation

Subsequent Action by the Case Manager

If a referral to social services is not needed then:

1. The Case Manager in conjunction with the Headteacher/Trustee Safeguarding Lead will decide whether an internal investigation is necessary
2. The member of staff will be suspended for the duration of the investigation except in exceptional circumstances
3. If the allegation is proven the member of staff may be dismissed if the incident constitutes gross misconduct and the board of directors decide that this puts the children, staff, parents and school at risk.

If a referral has been made then:

1. A disciplinary investigation will be conducted
2. Maintain contact with the LADO, keep clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member's personnel file
3. Contribute to the child protection process by attending professional strategy meetings if needed
4. The Trustee Lead will consult LADO will decide whether a referral to the DBS should be made
5. The DBS Disclosure and Barring Service / ISA, Independent Safeguarding Authority will be informed [the ISA will add the staff name to the ISA register] of the dismissal of the staff member so the name may be included on the List for the Protection of Children and Vulnerable Adults.



Supporting those Involved

Accused Staff Member

The school has a duty of care to its employees and will act to minimise the stress inherent in the allegations process. Support is vital to the staff member. The accused is informed of the allegation and as many details as possible given guidance from any involved services such as children's social services and the police. The accused will be provided with details of the case and the likely course of action unless prevented to do so after consultation with the involved services. A peer can be allocated as a source of support and medical advice or welfare counselling can be provided if necessary.

Parents Carers of Child(ren) Involved

Parents or Carers are informed of the allegation with as much information as allowed by the Designated Officer and involved parties. Parents or Carers are kept updated about the progress of the case and told the outcome if there is no criminal prosecution including the outcome of any disciplinary process. The deliberations and other factors cannot normally be disclosed in any disciplinary hearing but the outcome should be told in confidence.

Parents and carers are informed of their requirement to maintain confidentiality about any allegations made against the teachers whilst investigations are ongoing as set out in section 141F of the Education Act.

If the child or children have suffered significant harm then support will be put in place by children's social care services or the police as appropriate.

Confidentiality

When an allegation is made, it is critical that confidentiality is maintained to guard against unwanted publicity while an allegation is being investigated and considered. No one involved may talk about the case outside of the normal investigations and meeting which ensue.

The Education Act 2002 introduced reporting restrictions preventing the publication of any material which could identify an accused teacher. These restrictions apply until the point at which the accused person is charged with an offence or until the Secretary of State publishes



information about a decision in a disciplinary case arising from an allegation. Reporting restrictions are disapplied if the accused individual waives their right to anonymity by going public themselves or by giving written consent to do so or if a Judge lifts restrictions in a response to a request to do so.

See guidance in Chapter 4 of Keeping Children Safe in Education 2018, for more information on staff allegations including, suspensions, resignations, settlements, references, record keeping, criminal investigation, prosecution, conclusion of a case.

Outcome of Allegation: Terminology

- Substantiated:** Sufficient evidence to prove allegation.
- Malicious:** Sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- False:** There is sufficient evidence to disprove the allegation
- Unsubstantiated:** There is insufficient evidence to either prove or disprove the allegation. The term does not imply a guilty or innocent verdict.
- Unfounded:** To reflect cases where there is no evidence or proper basis which supports the allegation being made.

Malicious and Unsubstantiated Allegations

If an allegation is determined to be unsubstantiated or malicious then the matter will be referred to children's social care services to determine whether the child concerned is in need of services or may have been abused by someone else.

If an allegation is shown to be deliberately invented or malicious then the headteacher will consider the circumstances with the members of the Trustee (Governing) Board and decide whether disciplinary action needs to be taken against the person who made the allegation.



Information Sharing

Staff understand that they can never assume that another professional will take action. At Alamiyah staff must share information, since it might be critical in keeping children safe. Fears about sharing information must not stand in the way of the need to promote the welfare and protect the safety, of children.

At Alamiyah we share information with parents and partner agencies to:

- Support early intervention to help children, young people and families who need additional services to achieve positive outcomes
- Ensure that we fulfil our duty to safeguard children and promote their welfare

Data Protection is not a barrier to sharing information, but is in place to ensure that personal information is shared appropriately. Relevant staff should know the processing conditions under the Data Protection Act 2018 and the GDPR which allow the school to store and share information for safeguarding purposes including information which is sensitive and personal, and should be treated as special category personal data. Staff who need to share special category personal data should be aware that the DPA 2018 contains a processing condition of 'safeguarding of children and individuals at risk' that allows practitioners to share information. This includes allowing practitioners to share information without consent if it isn't possible to gain consent or if it places the child at risk. At Alamiyah we follow the guidance below to ensure we share information both professionally and lawfully.

At Alamiyah the decision to share information when there are child protection concerns will be made by the designated safeguarding lead. If in any doubt about information sharing speak to the DSL.

Seven Golden Rules for Information Sharing

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a



framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

(Ref: Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, DfE July 2018)

In the case of an allegation against a member of staff, the school as the employer will share information about the subject of the allegation and the victim(s) with agencies during the strategy discussion. If the police are involved the school will ask the police to obtain consent



from the individuals involved to share statements and evidence for use during an employer disciplinary process. This should be done early so that the police can share information without delay at the conclusion of their investigation or court case. Social services should adopt a similar procedure.

Record Keeping

The Data Protection Act states that personal information held by agencies must be obtained and processed fairly and lawfully and stored securely. It must be accurate, proportionate to the purpose, not held longer than necessary and may only be disclosed in appropriate circumstances.

Record keeping is an important aspect of our school life, staff keeps records on all areas of pupil welfare, development and attainment for a period of 5 years; and this is made clear to parents through The Alamiyah Parent Handbook.

Where concerns arise about the safety or wellbeing of a pupil, or there are indications that the child may be suffering or at risk of suffering significant harm, staff will record:

- The reason for the concern;
- What was said or witnessed and details of any other persons present;
- Dates and times of incidents and when the notes were made;
- Date, time and outcome of any discussion with the parent or carer; and
- Date, time and outcome of any discussion with the head teacher, social services staff or other relevant professionals consulted.
- use a body map to record any injuries or marks to the child's body

Staff will use the school's **Cause for Concern Forms** and will be careful to distinguish between fact, opinion and hearsay. Notes will be passed to the designated safeguarding lead who will keep all concern forms and child protection records in a locked cabinet.

Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic or personal files. These files will be the responsibility of the Senior Designated Person and information will only be shared within school on a need to know basis for the protection of the child. Any safeguarding information will be kept in the secure file and will be added to. Copies of referrals, invitations to child protection conferences, core groups and



reports will be stored here. All our safeguarding files will have a chronology and contents on the front cover and will record significant events in the child's life.

These records form evidence and may be used in the child protection referral and any subsequent investigation or legal proceedings, they are exempt from the open file regulations and do not have to be made available to parents or carer's requesting access to the pupil's file.

Unless to do so would put a child at significant risk, parents and carers may see these forms. Good practice and partnership working dictates that if anything is significant enough to be recorded it should be discussed with parents and carers unless this increases risks for the child or damages the potential for the collection of evidence.

Any welfare and child protection records will be passed on to the next school using secure transit separately from the pupils main school file. The safeguarding team will hold any formal records of child protection groups or meetings and they will take responsibility for the appropriate storage of these records.

If a child leaves our school we will ensure that our Senior Designated Person makes contact with the senior designated person at the following school and the file will be forwarded with appropriate security. In addition to the school file, the DSL will also consider if it's appropriate to share information with the new school in order to have support in place before the child arrives.

On receipt of a safeguarding file from another school, key staff such as the Headteacher, DSL and SENCO are made aware as required.

Confidentiality

All adults and children connected to Alamiyah are entitled to privacy. In general, confidential information about children, families or others within the school should be kept confidential and privacy respected.

Where there are concerns that a child is suffering or likely to suffer significant harm, information must be shared with the designated safeguarding lead in the first instance and may subsequently be shared with the safeguarding team and the police.



Where staff or other adults in school have concerns, either due to what they have seen or heard or in relation to a direct disclosure by a child, they cannot keep that information confidential and the child must not be given false guarantees that this is possible. It must be shared with the designated safeguarding lead in the interests of safeguarding that child.

Other staff may need to be alerted to concerns about a child or young person, possibly in order to monitor the concern or to gather further evidence prior to a referral being made, or to assist in providing appropriate support to a child or young person after a referral has been made.

Information should only be shared on a strictly need to know basis.

Images of children

Images of pupils used as a record of school events and for use in school brochures

We believe that images of children are an important record of school life. We have a procedure for the use of images of children, which is reinforced at school events. This procedure is reviewed annually and cross-checked with the guidance on safeguarding children. Parental permission is sought at the time of school admission.

Multi Agency Working

Schools have a pivotal role to play in multi agency safeguarding arrangements. Alamiyah school will contribute to multi agency working through working together through local protocols to safeguard and promote the welfare of children. The three safeguarding partners for multi agency working who take the lead on local arrangements are the LA social care, local health services and the local Police. Trustees are trained on local protocols for assessment and local criteria for action including the multi agency threshold document published by the Barking and Dagenham Safeguarding Children Board.

We recognize the authority of the LSCB and are committed to working in partnership with the Children's Services Duty and Assessment Team, LBBB Multi Agency Safeguarding Hub and the police.

We comply with the procedures prescribed by the LSCB and are proactive in working together to safeguard children.



We share through the designated safeguarding lead, appropriate information with investigating teams, and contribute to child protection conferences, core groups and care plans.

Any incident requiring advice from, or referral to, safeguarding teams and arising out of normal hours will be referred directly to the emergency/out of hour's team or failing that directly to the police child protection team.

This Policy should be read in conjunction with

Safer Recruitment Policy - to ensure suitable staff are appointed;

FGM Policy – to ensure that staff know how to identify possible FGM cases and what to do

Prevent Policy – to ensure that staff can identify any families or children at risk of radicalisation

British Values Policy – to uphold views that protect children from extreme narratives

Anti-bullying Policy - to ensure physical and emotional security for all our pupils and staff

E-Safety Policy – To ensure that children are protected from the unsafe use of IT so that adults cannot access inappropriate material or take photos or contravene school rules when using social media. To ensure children know the dangers of the internet and what to do if they experience cyberbullying

Behaviour Policy - to ensure that appropriate code of conduct is in place & how to uphold it

Curriculum Policy: to provide pupils with an understanding of acceptable behaviour towards them and how to stay safe.

Staff Disciplinary Policy: to ensure that staff are aware of their roles and responsibilities, appropriate conduct, grounds for dismissal and to ensure that our duty of care for staff is upheld, treatment is fair and their rights are protected.

Whistleblowing Policy – to ensure that all staff know that any breach of duties or allegation must be reported even if they are in doubt.

Arrival and Departure Policy – to ensure staff know how to keep children safe during transitions from parent to staff and vice versa



Visitors Policy – to ensure that staff keep children, visitors and other staff safe and clear about protocols and procedures for being on site.

Confidentiality – to ensure that no breach of confidentiality occurs when dealing with safeguarding or sensitive issues

We will ensure that throughout our other policies we are positively safeguarding and promoting the welfare of children and contributing to the child protection process appropriately in all areas of our practice.

This policy was adopted at a meeting at Alamiyah School

Held on:

Signed on behalf of the Alamiyah School:

Date of Next Review: July 2019



Annex A: Revision History

Date of Review: 29th August 2018

Change Type: Major

Version Control Number: 2.0

Date of Change	Page No.	Change Description	Change Type	Reason for Change	Author
29/08/18	1-2	Statutory Guidance Documentation list Updated, KCSIE 2018, WTSC 2018, GDPR 2018	Major	Update in Statutory Guidance	S.Motara
29/08/18	2	Addition 'Ensuring that all pupils have the best possible outcomes'	Minor	Wording change to make aims clearer	S.Motara
29/08/18	4	Explicit re-phrasing 'everyone who comes into contact'	Minor	Wording made more explicit	S.Motara
29/08/18	5	Addition 'approach is child centred and focuses on best interests of the child.'	Major	Change in focus onto child	S.Motara
29/08/18	5	Addition 'All staff will be individually pro active and tenacious in their safeguarding duties, from the point of identifying concerns and sharing information to taking prompt action...'	Major	Emphasis on individual responsibility, sharing information and taking action	S.Motara



29/08/18	7	Addition 'We check their understanding through the means of a questionnaire.'	Major	Headteacher /Trustees must ensure that staff understand the guidance KCSIE 2018	S.Motara
29/08/18	7	Additions - 'Staff must know these systems well, including identifying and reporting concerns, making a referral, the importance of acting immediately. including.....Transition Policy'	Major	Staff to know safeguarding systems - emphasis And to be aware of protocols related to Child Missing in Education	S.Motara
29/08/18	9	'....prohibition checks, right to work...'	Minor	Already documented in Safer Recruitment. Included for completion	S.Motara



29/08/18	9	Addition for emphasis on what should happen - All staff and volunteers should feel able to raise concerns about poor or unsafe practices and potential failures in the school's safeguarding systems and know that their concerns will be taken seriously.	Minor	Emphasis on normative whistleblowing practice and promoting a healthy culture of safeguarding from KCSIE 2018	S.Motara
29/08/18	9	Addition of para on 'Teaching Safeguarding'	Minor	Explicit reference to teaching safeguarding	S.Motara
29/08/18	12	Additional Guidance for LAC - Care Leavers	Minor	New information on care leavers	S.Motara
29/08/18	12	Addition - 'Children with Special Educational Needs and Disabilities'	Minor	Additional information on vulnerable groups KCSIE 2018	S.Motara
29/08/18	13	Addition - 'Any child may benefit from from early help, however staff should be particularly alert to the need for early help for the following children:...' lists groups of children to look out for.	Major	Guidance specifies vulnerable groups of children who staff should pay particular attention to	S.Motara



29/08/18	13	Addition - 'Staff should maintain an attitude of 'it could happen here' where safeguarding is concerned.'	Minor	Explicitly stating this phrase since SCR's have indicated that cultural shifts need to be made	S.Motara
29/08/18	13	Addition - 'Early Help cases should be kept under constant review in order to determine whether the child's situation is not improving or getting worse....making a referral to children's social care for assessment for statutory services.'	Minor	Explicitly stating that early help cases should be under constant review to escalate if necessary. KCSIE 2018	S.Motara
29/08/18	21	Addition of - Create: creating images that may be inappropriate	Minor	Clarifying issue of sexting, children who generate inappropriate images	S.Motara
29/08/18	21	Addition of - 'Websites and content will be filtered and monitored rather than blocked...'	Minor	Additional guidance on filtering websites/content	S.Motara
29/08/18	21	Behaviours linked to safeguarding issues and harm. Peer on Peer Abuse	Major	More guidance on behaviours which indicate safeguarding issues and peer on peer abuse	S.Motara



29/08/18	22	Addition of section on Children Missing from Education	Major	More guidance provided on the importance of being vigilant about Children missing from education taken from KCSIE 2018	S.Motara
29/08/18	24	Addition of section on Child on Child Sexual Violence or Sexual Harassment	Major	Additional Section and guidance in KCSIE 2018	S.Motara
29/08/18	24	Word added in bold below 'Discuss your concerns immediately '	Minor	Immediate response emphasised in KCSIE 2018	S.Motara
29/08/18	27	Addition of section on Private Fostering and Children Staying with Host Families	Major	New Guidance in KCSIE 2018	S.Motara
29/08/18	27	Addition of section on Contextual Safeguarding	Major	New Guidance on this in KCSIE 2018	S.Motara



29/08/18	28	Addition - 'Staff understand that they can never assume that another professional will take action. At Alamiyah staff must share information, since it might be critical in keeping children safe. Fears about sharing information must not stand in the way of the need to promote the welfare and protect the safety, of children. '	Minor	Emphasis on individual responsibility in KCSIE 2018 and dispelling doubt over legality of sharing information under GDPR	S.Motara
29/08/18	28	Children will be given the opportunity to express their views and give feedback.	Minor	Explicitly states that child has opportunities to express their wishes from KCSIE 2018	S.Motara
29/08/18	30	Section added on Multi Agency Working	Major	New guidance in WTSC 2018	S.Motara



29/08/18	30/31	Staff who need to share special category personal data should be aware that the DPA 2018 contains a processing condition of 'safeguarding of children and individuals at risk' that allows practitioners to share information. This includes allowing practitioners to share information without consent if it isn't possible to gain consent or if it places the child at risk.	Major	GDPR Guidance on information sharing	S.Motara
29/08/18	31	If in any doubt speak to the DSL.	Minor	Making the decision about whether to share information clearer.	S.Motara
29/08/18	31	6 key points for information sharing changed to Seven Golden Rules	Major	GDPR legislation change which led to Guidance from DfE being modified. Ref for change Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, DfE July 2018	S.Motara



29/08/18	36	<p>Amendment change to make reference to a 'Case Manager' who would be the DSL/Head/Trustee Lead.</p> <p>Explicit stating that the Headteacher remains consulted about all decisions unless the allegation is against them.</p>	Minor	Clarity around terminology and involvement/roles of DSL and Head.	S.Motara
29/08/18	36	'Inform the accused person about the allegation as soon as possible.... Strategy discussion.....Avoid suspension....'	Major	Clarity on existing procedure and inclusion of strategy discussion and due to changes in guidance in KCSIE 2018	S.Motara
29/08/18	37	<p>Inform the accused staff member</p> <p>Inform the parents or carers....</p>	Minor	Make explicit procedure that exists	S.Motara
29/08/18	38	Addition of section on Supporting those involved, the Accused....	Major	Explicitly stating existing process taken from guidance KCSIE 2018	S.Motara



29/08/18	38/40	<p>Cases of allegations against a staff member</p> <p>Amendments made to state that where DSL has an allegation, the Headteacher will be the lead, otherwise it would be the DSL and the Head supporting. Consistent editing to remove DO, Designated Officer and replace with Trustee Safeguarding Lead.</p>	Major	Clarity was required around the headteacher role in the staff allegation process.	S.Motara
29/08/18	39	Parents Carers of Child(ren) Involved.	Minor	Further clarity on communicating with those involved	S.Motara
29/08/18	40	Addition of section on Malicious and Unsubstantiated Allegations	Minor	Explicit stating of existing procedure	S.Motara
29/08/18	41	Addition of the case of 'Unfounded' as a possible outcome of an investigation by the LADO	Major	Unfounded reinstated as a possible outcome of an investigation by the LADO in KCSIE 2018	S.Motara



29/08/18	42	Addition of section on information sharing during an an investigation of an allegation against a member of staff	Major	More clarity around employers duties and information sharing	S.Motara
29/08/18	Whole Doc	Moved sections on Multi agency working and information sharing and confidentiality to the end of the document	Minor	For clarity	S.Motara