SAFEGUARDING & CHILD PROTECTION POLICY

CONTENTS

	Page
Introduction	**3**
Legislation & Guidance	**4**
Aims of the Policy	**6**
Azhar Academy Girls School Early Help, Safeguarding and Child Protection Policy	**7**
Keeping Children Safe – Early Help, Safeguarding and Child Protection	**8**
Responding to concerns	**8**
The Designated Safeguarding Lead Responsibility	**9**
Recognition and Response	**9**
Safeguarding Procedure Chart	**10**
Providing a Safe Environment	**12**
Early Help, Safeguarding and child Protection in Specific Circumstances	**12**
Attendance/ Child missing education	**12**
Pupil Behaviour	**12**
Bullying	**13**
E-Safety	**13**
Health & Safety	**14**
Child Sexual Exploitation (CSE)	**14**
Child-on-child abuse	**14**
Children with Special Educational Needs and Disability (SEND)	**16**
Pupils with a social worker	**16**
Looked-after and previously looked-after children	**17**
Children requiring mental health support	**17**
Contextual safeguarding	**18**
Child criminal exploitation (CCE)	**18**
Female Genital Mutilation (FGM)	**18**
Preventing Radicalisation	**18**

AZHAR ACADEMY GIRLS SCHOOL
Website: www.aags.org.uk **Telephone: 0208 5555 959**
Block F, Tennyson Road E15 4DR

Role of Staff Members..... **19**

Online safety and the use of mobile technology..... **21**

The 4 key categories of risk..... **22**

Sharing of nudes and semi-nudes ('sexting')..... **23**

Working Together with Parents and Carers & Agencies **26**

Pupil Information..... **26**

Support for pupils, families and staff **26**

Confidentiality & Information Sharing..... **27**

The seven golden rules to sharing information..... **27**

Transitions & file transfer..... **28**

Referrals to partner agencies..... **29**

The Governing Body..... **30**

Sharing our Policy..... **31**

Adults Working with Children..... **31**

Allegations Against Professionals **31**

Safer Recruitment **32**

Whistle blowing..... **34**

Monitoring And Reviewing Our Policy And Practice **34**

Appendix 1 - *Allegations of abuse made against staff (Including Low Level Concern Policy)*..... **36**

Appendix 2 - *Designated Safe Guarding Lead Role*..... **44**

Key Safeguarding Roles & Responsibilities..... **49**

Useful Contacts..... **50**

SAFEGUARDING & CHILD PROTECTION POLICY

Introduction

Azhar Academy Girls School takes very seriously its duty towards all its pupils who have been entrusted to its care and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to. Azhar Academy Girls School considers every child to be an Amanah – a trust, from parents and from Allah. We believe that we are under obligation to work sincerely towards fulfilling our aims and promises.

Azhar Academy Girls School understands that our work in safeguarding and protecting children must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.

We understand the term safeguarding to mean:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children and young people to have the best outcome

Safeguarding includes child protection, health care plans, health and safety, site security, safety on school trips, anti-bullying work and so much more.

We will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare, we will take all appropriate action to address those concerns by working in full partnership with other agencies.

The policy seeks to support the development of all pupils at Azhar Academy Girls School in ways that will foster security, confidence and independence. It should be regarded as vital to the wellbeing of the individual and important in promoting the pastoral goals of the school. It provides a model for open and effective communication between children, teachers, parents and other adults working with children. The safety and welfare of the child is paramount and must over-ride all other considerations.

In our school we respect our children and strive to care for their individual needs. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

AZHAR ACADEMY GIRLS SCHOOL
Website: www.aags.org.uk Telephone: 0208 5555 959
Block F, Tennyson Road E15 4DR

All adults at our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

All staff at Azhar Academy Girls School believe that a range of other school policies are central to many aspects of the school's Early Help, Safeguarding and Child Protection Policy, and this document should therefore be read in conjunction with our Policies for:

- Anti-Bullying
- Attendance
- Behaviour Management and Physical Intervention
- e-Safety
- Health & Safety
- Safer Recruitment
- Staff Handbook
- Visitors Leaflet
- Complaints
- Mobile phone
- Equality
- Relationships and sex education
- First aid
- Curriculum
- Privacy Notices
- Retention Policy

Legislation & Guidance

Our Early Help, Safeguarding and Child Protection Policy is written with due regard to the Department for Education statutory guidance Keeping children safe in education September 2023 and will be reviewed each time any subsequent guidance is issued by the Secretary of State.

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2023) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

This policy also refers to Newham Council local safeguarding procedures.

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the school.

This policy is available to all parents either in hard copy upon request from the school office or from our website at www.aags.org.uk

Aims of this policy:

- To support each child's development in ways that will foster security, confidence and resilience in line with the school's aims.

- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

- To raise the awareness of all teaching and non-teaching staff members of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of children in need, or abuse, neglect, harm or risk of harm, and to be aware of signs of abuse in non-verbal children.

- To provide a systematic means of monitoring children known or thought to be in need or at risk of harm and ensure we at Azhar Academy Girls school contribute to assessments of need and support plans for those children, alongside other agencies e.g., Social Services, Children with Disabilities Team, CAMHS the Police and, if ever applicable, School Nurse and Education Welfare Officer.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education September 2023 (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

  - The local authority (LA)
  - Integrated care boards for an area within the LA
  - The chief officer of police for a police area in the LA area

- To acknowledge the need for effective and appropriate communication between all members of staff members in relation to safeguarding pupils.

- To set out a structured procedure and framework within the school that will be followed by all members of the school community in cases of suspected need, abuse or neglect.

Azhar Academy Girls School Early Help, Safeguarding and Child Protection Policy

Azhar Academy Girls School is committed to Early Help, Safeguarding and Child Protection in order to promote the welfare of all its pupils and the Governors expect all staff and volunteers to share this commitment. Staff must demonstrate their understanding of how each individual adult working on behalf of the school has an active part to play in identifying a child or young person's concerns early - to prevent needs escalating and to protect those at risk of harm.

1.1. All staff must be clear about their responsibility and that of others in providing a caring and safe environment for all pupils to learn. This includes:

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection.

1.2 To this end Azhar Academy Girls School will ensure that all staff, whether permanent or temporary, and volunteers are aware of systems within the school which support early help and safeguarding and should be explained to them as part of staff induction.

1.3 All staff have a responsibility to identify children who may need extra help or who are suffering, or are likely to suffer, significant harm (see Section 2 for responding to concerns). All staff then have a responsibility to take appropriate action, working with other services as needed.

1.4 All staff should know who the Designated Safeguarding Leads are and report all concerns directly to them: Mrs Rookshana Adam (Senior DSL), Ms Anila Khan (Deputy DSL), Ms Shabana Nakhuda (DSL) & Ms Farhana Mahmud (DSL).

1.5 Currently these persons are Mrs Rookshana Adam (Senior DSL), Ms Anila Khan (Deputy DSL), Ms Shabana Nakhuda (DSL), Ms Farhana Mahmud who have received training in order to undertake the role and support staff to carry out their early help and safeguarding duties and responsibilities. Appendix 2 provides a detailed summary of the role of the DSL

1.6 In the absence of the Designated Safeguarding Lead Apa Anila Khan will deputise.

1.7 The Lead Safeguarding Governors is Mr Yahya Nadat.

1.8 All staff will receive appropriate training during their induction period, and regularly thereafter in order that they are equipped with the skills needed to keep children safe.

1.9 All staff will reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online).

1.10 Staff will also provide a safe space for pupils who are LGBT to speak out and share their concerns

1.11 Azhar Academy Girls School will always follow safe recruitment procedures so that we can be confident that all adults working in our school are safe to do so.

1.12 It is our objective to establish a clear protocol and procedure for the admittance of external visitors to the school which is understood by all staff, the proprietor, visitors and parents and conform to child protection guidelines. (Refer to visitor's policy). The school is deemed to have control and responsibility for its pupils anywhere on the school site, during normal school hours, during after school activities and on school organised (and supervised) off-site activities.

Keeping Children Safe – Early Help, Safeguarding and Child Protection

Responding to Concerns

All children at Azhar Academy Girls School must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

All staff must:

- Listen to what the child is saying without interruption and without asking leading questions.
- Respect the child's right to privacy but not promise confidentiality

- Reassure the child that he/she has done the right thing in telling.
- Explain to the child that in order to keep him/her safe from harm the information that has been shared must be passed on.
- Report what has been disclosed to the Designated Person in the school.
- Record, as soon as is practicable, what was said using the child's actual words
- Sign and date the record.

The Designated Safeguarding Lead Responsibility

- Consider if early help can be offered to support and prevent the child or young person's needs escalating.
- Assess any urgent medical needs of the child.
- Consider whether the child has suffered or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- Seek advice if unsure that a child protection referral should be made.

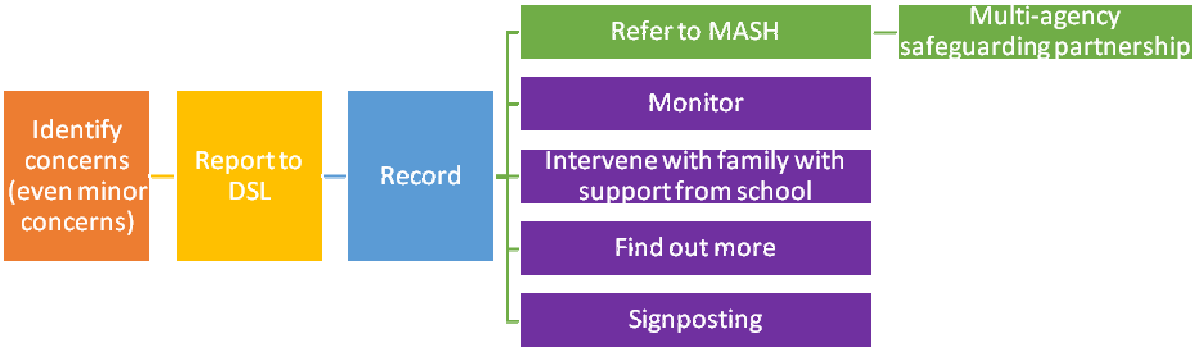
The Designated Safeguarding Lead will decide whether to consider offering Early Help to support the family or to make a referral to Newham's Triage Service (MASH) when there are complex needs or child protection concerns. We will use the Early Help and Safeguarding Thresholds to inform our decision making.

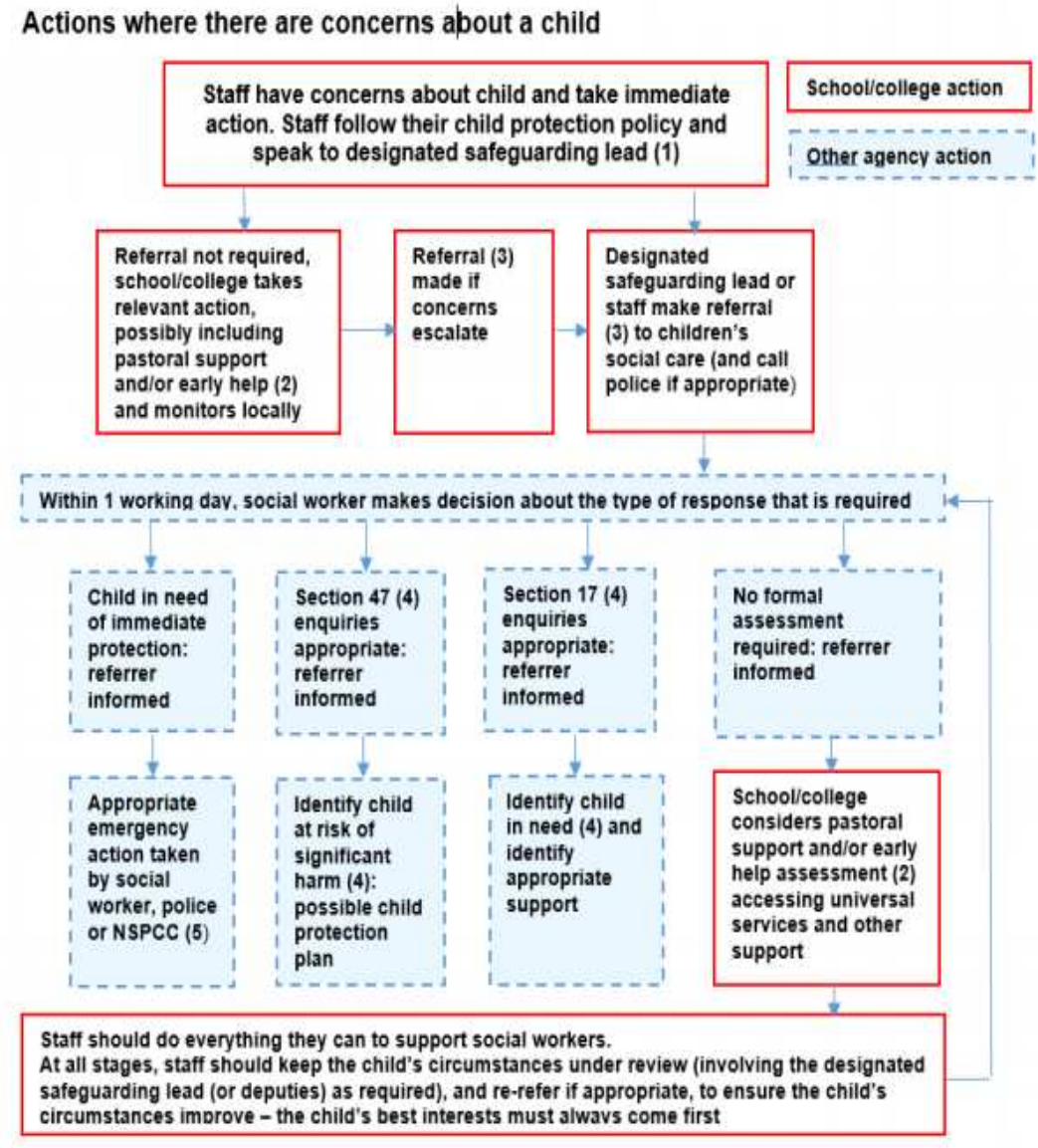
If a referral to Children's Triage has not met the threshold for targeted support or statutory intervention the Designated Safeguarding Lead will make full written record of the decision and outcome. The school will continue to offer early help and interventions, supported using the Early Help Record and Plan.

Recognition and Response

Owing to the nature of the day-to-day relationship children at Azhar Academy Girls School have with staff, all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all children will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a child is suffering harm.

Safeguarding Procedure Chart





Abuse: *a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.*

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

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

Sexual abuse: *involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, Sexting Sharing* of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. Peer on Peer abuse
watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

We will ensure that the training our staff undertake contains opportunities for learning about those specific areas of child protection about which everyone working in education should be aware of and alert to:

- Child Missing from Education
- Child Sexual Exploitation (CSE)
- Bullying including Cyberbullying
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith Abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Mental Health
- Private Fostering
- Preventing Radicalisation
- Sexting (sharing of nudes and semi nudes)
- Teenage Relationship Abuse
- Trafficking

Safeguarding – Providing a Safe Environment

All parents and carers of pupils attending Azhar Academy Girls School must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:

- Promoting a caring, safe and positive environment within the school
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
- Ensure that our staff are fully inducted and comply with the school's staff behaviour/code of conduct policy.
- Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what is acceptable behaviour and what is not and know who to turn to for help.
- Working in partnership with all other services and agencies involved in the safeguarding of children
- Displaying appropriate posters that detail contact numbers for child protection help-lines
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school
- Welcoming visitors in a safe and secure manner
- Undertaking risk assessments when planning out of school activities or trips
- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

Early Help, Safeguarding and child Protection in Specific Circumstances

Attendance/ Child missing education

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

(1) We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker within one day

(2) We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day

(3) We will always report a continued absence about which we have not been notified by the parent or carer to the Attendance Management Service if we have been unable to confirm the reasons for absence.

(4) We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.

(5) We will always report to the Attendance Management Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

Pupil Behaviour

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action

- We will always record any occasion when physical intervention has been necessary

- We will always notify parents or carers of any such incident

Bullying

We understand that bullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying make take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

E-Safety

We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We have an e-safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school.

We also recognise that all members of staff and volunteers must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

Health & Safety

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

Child Sexual Exploitation (CSE)

We recognise that 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.

We will consider the following CSE indicators:

- 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.
- Perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.
- Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Child-on-child abuse

This school believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm, both from adults and other students in the school.

Children may be harmed by other children or young people; research suggests that 30% of child abuse is perpetrated by those under 18.

All staff recognise that children can abuse their peers and are trained to understand and implement the school's policy and procedures regarding child on child abuse. All child on child abuse is unacceptable and will be taken seriously. Advice and guidance has been produced Preventing and Tackling Bullying

It is most likely to include, but is not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- sexting including pressuring another person to send a sexual image or video content (also known as youth produced sexual imagery);
- Up skirting, is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence, which comes under The Voyeurism (Offences) Act 2019. Anyone of any gender, can be a victim;
- teenage relationship abuse - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner;
- initiation/hazing - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them; and
- prejudiced behaviour - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Bullying is a very serious issue that can cause children considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the schools' anti-bullying procedures.

All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. All members of staff receive a copy of the school's behaviour policy, which contains the anti-bullying procedures, as part of their induction and are trained to be aware of the harm caused by bullying and to respond to all incidents of bullying and child on child abuse proactively.

Abuse is abuse and will not be tolerated, minimised or dismissed as 'banter'; 'just having a laugh'; 'part of growing up'; 'boys being boys'; or 'girls being girls. It is important for the school to consider the wider environmental factors and context within which child abuse occurs.
The school will also consider the potential for the impact of the incident to extend further than the school local community (e.g., for images or content to be shared around neighbouring schools and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities.

There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online. Online concerns can be especially complicated. Support is available from

The UK Safer Internet Centre at 0344 381 4772 and helpline@saferinternet.org.uk and the Internet Watch Foundation at https://www.iwf.org.uk/

Children with Special Educational Needs and Disability (SEND)

Children with special educational needs (SEN) and/or disabilities can face additional safeguarding challenges. Additional barriers can exist when recognizing abuse and neglect in this group of children, which can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded. Staff can recognise the additional risks that children with SEND face online, for example from online bullying, grooming and radicalisation and are confident they have the capacity to support SEND children to stay safe online.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes, which should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions in relation to safeguarding and promoting welfare (i.e., responding to unauthorised absences or missing education episodes and the provision for pastoral and/or academic support).

Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

  We have appointed an appropriately trained teacher, name staff member to take the lead on promoting the educational achievement of looked-after and previously looked-after children.

As part of their role, they will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children

Children requiring mental health support

We have an important role to play in supporting the mental health and wellbeing of our pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Immediate action should be taken with in response to any mental health concerns about a child that is also a safeguarding concern, through reporting the concern to the DSL as with any other safeguarding concern. The DSL will respond to the report by consulting Children's Social Care in order to establish whether a referral is required, or the situation should be managed by discussion with parents/carers and possibly the offer of early help.

Advice to help identify children in need of extra mental health support, this includes working with external agencies can be found in the mental health and behaviour in schools guidance.

Contextual safeguarding

Safeguarding incidents and behaviours can be associated with factors outside our school. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child's life are a threat to their safety and / or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

Child criminal exploitation (CCE)

This is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns). Our school works with key partners locally to prevent and respond to child criminal exploitation

Female Genital Mutilation (FGM)

We recognise that there is a range of potential indicators that a girl or young woman may be at risk of FGM. We are aware that this is a Mandatory reporting duty from October 2015.

If staff have a concern, they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care. Further guidance is available through Multi-Agency Practice Guidance .

Preventing Radicalisation

Azhar Academy Girls School is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and the expression of beliefs and both pupils/students and adults have the right to speak freely and voice their opinions.

- Extremism is views and actions that promote:
- violence against others
- hatred towards others
- undermining the rights of others.
- 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 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.

From 1 July 2015 schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Role of Staff Members

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate they may be in need of help or protection.

Staff at Azhar Academy Girls School are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment.

Staff will be alert to the fact that extremism and radicalisation are safeguarding issues. They also recognise that if they fail to challenge extremist views they are failing to protect and educate pupils. They also understand the importance of being role models for pupils.

Staff members understand the importance of building the resilience of pupils against radicalisation through the excellent teaching of key curricular topics, aiming to develop the critical reasoning skills and confidence of pupils. They also ensure that the use of IT facilities at the school is properly supervised so that pupils are not exposed to any risk of falling prey to radicalising influences online at the school and

are taught how to avoid those who might groom them online outside of the school too.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff members must be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

As part of wider safeguarding responsibilities school staff are trained to be alert to signs and indicators laid out in training and detailed in the three dimensions of the government's Channel Vulnerability Assessment framework (engagement, intent and capability) including, but not limited to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites, whether at home or elsewhere
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings in the locality
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or hate terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious, in line with our qualities policy
- Comments made that indicate association with individuals or groups known for extreme or radical beliefs, teachings or actions

Our school's Islamic ethos emphasises the importance of citizenship and IPSHE and doing good unto all others, education and the rule of law. The school is cognisant of its duty to ensure that pupils learn to serve and care for all others and work towards making a positive contribution to society as a fulfilment of Islamic teaching and duties. The school makes clear to staff and pupils that acts of extremism and terrorism, and the beliefs that encourage them, are unacceptable to Islam and that there is no place for extremist views in the school, whether from internal sources – pupils, staff or trustees, or external sources - school community, external agencies or individuals.

"Eat and drink the sustenance God has provided and do not act wrongfully in the land, causing corruption." (The Qur'an 2:60)

"... if anyone slew a person - unless it be for murder or for spreading mischief in the land - it would be as if he slew the whole people: and if anyone saved a life, it would be as if he saved the life of the whole people..." {The Qur'an, 5:32}

O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other). Verily the most honoured of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things). {The Qur'an, 49:13}

"Worship Allah, and do not associate partners with him. And be good to your parents, and the relatives, and to the orphans, and to the poor people, and the neighbour that is close to you and the neighbour that is not close to you, and your companion on the journey." (The Qur'an, 4:36)

The heaviest aspect, the heaviest matter (to be placed) in the scales, on the Day of Judgment, is good conduct/manners. (The Prophet Muhammad, may peace be upon him.)

Allah is beautiful and loves beauty and He loves noble conduct/manners, and He hates lowly characteristics. (The Prophet Muhammad, may peace be upon him.)

I guarantee a house in the surroundings of the Garden for a person who avoids quarrelling even if he/she is in the right, a house in the middle of the Garden for a person who avoids lying even if he/she is joking, and a house in the upper part of the Garden for a person who makes his/her character good. (The Prophet Muhammad, may peace be upon him.)

"...surely Allah does not love him who is treacherous, sinful;" (The Qur'an, 4:107)

"...Allah loves not those who make mischief" (The Qur'an, 5:64)

"... Allah loveth not the arrogant, the vainglorious" (The Qur'an, 4:36) "Help the weak or do good for a person who cannot work for himself." I said, "If I cannot do that?" He said, "Refrain from harming others for this will be regarded as a charitable deed for your own good." (The Prophet Muhammad, may peace be upon him.)

Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors

- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras

- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. See the schools ICT policy.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

It is important that DSL obtains a full and rich picture of children's experience. As soon as staff identify indicators of concern, they should record all concerns (including lower-level/pastoral, concerns about a child's wellbeing – be it expressed in behaviour, presentation, relationships) via the BROMCOM safeguarding portal. If the concerns are serious, they should speak to the DSL without delay.

The Headteacher, Mrs Adam should be contacted immediately in the event that possible harm (emotional, physical, sexual, neglect) to a child or young person has been caused by a member of staff or volunteer.

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

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

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).
If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done a police community support officer or the local neighbourhood police.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum Coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our assemblies, in ICT lessons and display work. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

Working Together with Parents and Carers & Agencies

Pupil Information

We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- emergency contact details
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g., Residence Order, Contact Order, Care Order, Injunctions etc.)
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

Support for pupils, families and staff

Child abuse is devastating and traumatic for children. Even those parents who hurt their children will be distressed. It can also result in secondary trauma in those staff who are involved in these cases.

We will support pupils, their families, and staff by:

- Taking all concerns and disclosures seriously
- Nominating a link person *(usually the DSL)* who will keep all parties informed
- Appointing a separate link person where the DSL is the subject of an allegation
- Prioritising mental health and resilience, and accepting that everyone can have a bad day
- Responding sympathetically to any request from pupils or staff for time out to deal with distress
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Storing records securely
- Signposting to helplines, counselling or other avenues of external support
- Following procedures in safeguarding, whistleblowing, complaints and disciplinary procedures
- Co-operating fully with relevant statutory agencies.

Confidentiality & Information Sharing

Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant and information only a "need to know" basis in order to support the child if that is necessary and appropriate.

We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing.
We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the pupil transfers.

AAGS Confidentiality Policy and Data Protection Policy reiterates how all child protection and safeguarding matters are dealt with in strict confidence. Please refer to these for further information.

To share information effectively:

- all practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the General Data Protection Regulation 2016 (GDPR).
- which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'
- Practitioners should always report a breach of data protection to their lead data officer in the organisation so that it can be considered for referral to the Information Commissioner's Office.

The Data Protection Act 2018 allows practitioners to share information without consent when :

- it is not possible to gain consent,
- it cannot be reasonably expected that a practitioner gains consent
- if to gain consent would place a child at risk

Key factors considered when communicating confidential information:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be

reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
-

The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' mentioned below for sharing information and will support staff who have to make decisions about sharing information.

The seven golden rules to sharing information

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.

Transitions & file transfer

All schools are responsible for ensuring appropriate transitions from one setting to another. This includes preparing children and welcoming them appropriately and sharing the full pastoral and safeguarding context of a child, required for the new setting to understand behaviours within a full context of experiences by the child – this would also include tried and tested strategies.

Where possible, school transitions teams must endeavor to meet every new child within their primary setting, prior to secondary transfer. The child's safeguarding file should be transmitted electronically via the online safeguarding system. Otherwise, PDF versions can be sent by secure email or by recorded delivery to the named DSL in the new setting.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Referrals to partner agencies

If we have a reason to be concerned about the welfare of a child, we will always seek to discuss this with the child's parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Children's Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

MASH is Newhams single point of referral to social care for concerns regarding children, young people and vulnerable adults:

- Early Help (parental consent needed)
- Child in Need
- Child Protection
- Adult Safeguarding

Referrals to MASH should be made immediately when there is a concern that the child is suffering significant harm or is likely to do so. It is good practice to notify MASH by phone and/or email to discuss the case prior to sending a written referral. This will help determine the level of intervention and will also give children's social care and the police time to decide to come and see the child that same day in school, if deemed necessary.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

The Governing Body

The governing body will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
- Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure.
- That this policy reflects that child with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed

- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).
- All governors will read Keeping Children Safe in Education in its entirety.

Sharing our Policy

This policy is available to all parents of pupils and prospective pupils via our website and can be made available by hard copy on request from the school office.

Adults Working With Children

Concerns about a staff member, supply teacher, volunteer or contractor

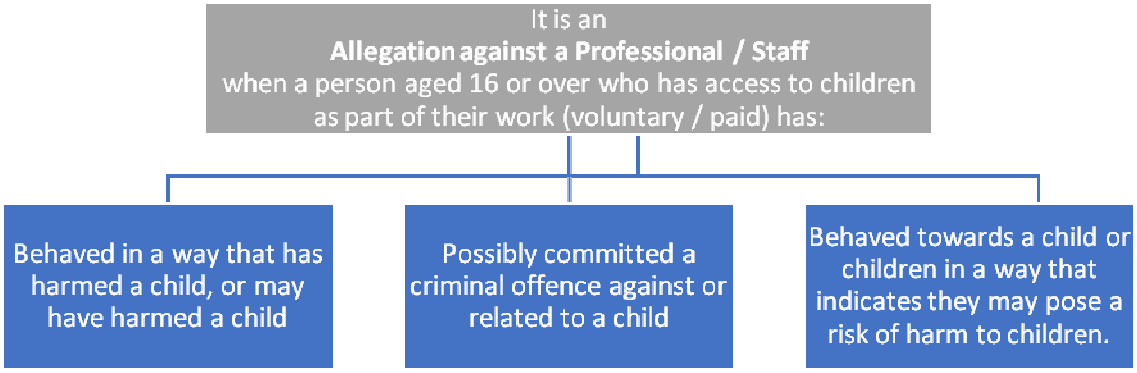
Allegations Against Professionals

All allegations against staff and volunteers must be reported to the Head teacher in the first instance in confidence. The person against whom the allegation is made should not be notified at this point.

If the concerns/allegations are about the Head teacher, speak to the chair of governors.

The Head teacher/chair of governors will then follow the procedures set out in Appendix 1, if appropriate.

If harm is caused to a child by a member of staff or a volunteer, the referral should go to LADO.



It is relatively rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

If a child does make a false allegation, there may be other concerns regarding their welfare.

Safer Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow DfE guidance for safer recruitment in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will be alert to the possibility that unsuitable persons may seek to gain positions within our school. By adhering to safer recruitment best practice techniques and sound employment practice in general and by ensuring that there is an on-going culture of vigilance within our school and staff team we will strive to ensure that no unsuitable candidate ever begins working at the school due to evidence of offences involving children or due to any risk of harm to children and we will also minimise the opportunities for extremist views to prevail that might put children at risk of radicalisation.

At least one staff member that sits on interview panels, including the Head teacher, will undertake training in Safer Recruitment.

All members of staff, from ancillary to teaching staff, are appointed subject to successful clearance of a Barred List check, a DBS check, an identity check, qualifications check and subject to character and professional references being received.

Checks will also be made to ascertain whether the staff members are disqualified from working in a school and whether any Prohibition Orders exist against them.

Shortlisted candidates will be informed that the school may carry out online checks as part of the due diligence process.

Whilst staff members can begin working before a DBS check has cleared, this is only if the Barred List checks, Disqualification checks and Prohibition Orders checks (including prohibition from management of a school) have been successful and only if they are supervised by another member of staff already successfully vetted.
The school follows the safer recruitment procedures in the statutory guidance "Keeping Children Safe in Education 2023".

Any member of staff considered unsuitable to work with children will be referred to the Disclosure and Barring Service (DBS) after his/her resignation or removal from the school. Additionally, a teacher deemed unsuitable to work with children will also be referred to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

If a member of staff has been abroad for longer than three months, we request a police check/certificate from the police department in the locality in which they resided. If the staff member is unable to obtain this, the school will write to the UK embassy of the country in which the staff member resided, to obtain this.

All adults on site from other organisations such as supply agencies, universities or other schools will be subjected to similar checks as in above, by requesting written confirmation that all the appropriate checks have been carried out and the adult has been judged by the organisation to be suitable to work with children.

We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons

For all other staff members who have an opportunity for regular contact with children who will not engaging in regulated activity (e.g., supervised volunteers who regularly teach or look after children e.g., parents supporting reading) an enhanced DBS check which does not include a barred list check will be conducted. This also applies for contractors who would have the opportunity for contact with pupils and work unsupervised under a temporary or occasional contract. Contractors that work without a check are always supervised by the school caretaker or another delegated member of staff. Contractors engaging in regulated activity will require an enhanced DBS check

Induction
We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

Continuing Professional Development
We will ensure that all staff receive regular training in Child Protection.

Supervision
We will always supervise staff and act on any concerns that relate to the safeguarding of children.

Allegations
We will always follow our locally agreed procedures for the management of allegations against staff. The procedures are available at:
https://www.newhamscp.org.uk/lado-safer-recruitment/

Dismissal
We will always refer to the Disclosure and Barring Service any member of staff who is dismissed because of misconduct relating to a child.

Safe Practice
We understand that all adults working in or on behalf of our school have a duty to safeguard children and promote their welfare. We aim to provide a safe and supportive environment for our children through the relationship we have with them and their parents or carers and will always seek to ensure that all adults working in our school behave in a manner that fosters this relationship.

We will ensure that all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately.

Whistle blowing

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

Our Islamic ethos dictates that we act as "mirror to one another" – this is as a mirror of good advice and accurate feedback. This is also in the spirit of an important saying of the famous companion of the Prophet Muhammad, salAllahu alayhi wa sallam, Umar ibn Al-Khattab, who said, "Hold yourself to account before the Day of Account"

The Prophet Muhammad, SalAllahu alayhi wa sallam also said "Help your brother, whether he is an oppressor or he is oppressed." The Prophet was asked: "It is right to help him if he is oppressed, but how should we help him if he is an oppressor?"
He replied: "By preventing him from oppressing others." (Bukhari)

All staff members should be aware of their duty to raise concerns about the attitude or actions of colleagues. They should raise their concerns directly with the Headteacher even if in any doubt. If the concerns are school-system-wide or concern the Headteacher, they should raise them with the chair of trustees Mr Ismail Gangat.

If the concerns are wider still, then they should contact the Local Authority Designated Officer for Child Protection.

Staff and volunteers should feel confident to also raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime with the Headteacher at any time. Where a staff member feels unable to raise the matter with the Headteacher or feels their genuine concerns are not being addressed or the concerns relate to the Headteacher, s/he should raise them with the chair of trustees Mr Ismail Gangat.

Monitoring And Reviewing Our Policy And Practice

Our Designated Person for Child Protection will continually monitor our child protection and safeguarding practices and bring to the notice of the Headteacher and governors any weaknesses or deficiencies.

The Governing Body has a duty to remedy any weaknesses that are identified.

An annual report will be submitted to the Governors which will outline the child protection and safeguarding work we have undertaken during the year. Names of children will not be shared. Included in the report will be details of:

- The names of members of staff with Designated Safeguarding Lead responsibilities
- Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
- The training that has been undertaken by the designated staff
- The training that has been undertaken by all other staff and volunteers
- Details of any incidents when physical restraint of pupils has been used

- Details of information and guidance that has been given to staff
- Details of safeguarding and child protection issues included in the curriculum
- Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school
- Details of safeguarding and child protection information given to parents
- Details of the safety of the school site and the access given to visitors
- Confirmation that all school lettings have been agreed with consideration given to the safeguarding of children
- Numbers of child protection referrals made to Children's Services
- Details of child protection conferences or meetings attended regarding children (names of children are not shared)
- Numbers of children identified in need of early help support
- Numbers of child who have an Early Help Plan
- Numbers of children who are, or have been, subject to a Child in Need or Child Protection Plan

The Governors, Headteacher and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.

Our Policy is reviewed annually by the Governors of our school and the Designated Safeguarding Lead. It will be reviewed by 1st September 2024 or as required.

Contact Details of Designated Safeguarding Leads & Contacts :

Mrs Rookshana Adam (Headteacher) – r.adam@azharacademy.org
Ms Anila Khan (Student Mentor) – a.khan@azharacademy.org
Ms Shabana Nakhuda – s.nakhuda@azharacademy.org
Ms Farhana Mahmud – f.mahmud@azharacademy.org

Moulana Ismail Gangat – Chair of Trustees – ismail@azharacademy.org

Link to useful information
https://independentsafeguardingservice.org/pdfs/safeguarding-practice-updates.pdf

APPENDIX 1: ALLEGATIONS OF ABUSE MADE AGAINST STAFF (INCLUDING LOW LEVEL CONCERN POLICY)

Section1: Allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult out local authority designated officer (LADO).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher at Azhar Academy Primary school. Where the headteacher is the subject of the allegation, the Chair of Governors will manage this. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children

- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the school.

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the

DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care

- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.
If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.
Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

- If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.
- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.
We will retain all records at least until the accused individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.
This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.
We will report any non-recent allegations made by a child to the LADO
Email: lado@newham.gov.uk

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's behaviour policy. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

APPENDIX 2: DESIGNATED SAFEGUARDING LEAD

A Designated Safeguarding Lead (DSL) is a member of the Senior Leadership Team, appointed to support the management of safeguarding cases within the school. The DSL should take lead responsibility for safeguarding and child protection (including online safety). The DSL should be given the time, funding, training, resources and support to undertake duties as listed below. Whilst the activities of the DSL can be delegated to DDSLs, the ultimate lead responsibility for child protection remains with the DSL, this lead responsibility should not be delegated.

The DSL and DDSL should undergo training to provide them with the knowledge, skills and confidence required to carry out the role. This training should be updated every two years. In addition to the training, DSLs and DDSLs should update their knowledge and skills at regular intervals and at least annually. The Deputy Designated Safeguarding Lead/s (DDSL) are trained to the same level as the DSL and can take over seamlessly in the event of the DSL being absent.

During term time, the DSL and/or DDSL should always be available (during school hours) for staff in the school to support and/or discuss any safeguarding concerns. A duty rota will be organised to provide staff with advice, information and signposting out of hours and over weekends / school holidays in the event of an emergency.

The DSL role includes, but is not limited by, the following:

Management of referrals

- Refer cases of suspected abuse to children's social care and police as appropriate. NPCC- When to call the police should help DSLs to understand when they should consider calling the police and what to expect when they do.
- Refer cases to the Channel programme where there is a radicalisation concern as appropriate.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as appropriate.

Provides Advice and Support

- Acts as a source of advice, support, expertise and liaison to the school community.
- Liaise with the headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigation
- Liaises with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs) on matters of safety and safeguarding (including

online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Support staff who make referrals to Children's Social Care
- Support staff who make referrals to the Channel programme

Provides Expertise

- Has a working knowledge of relevant national guidance in respect of all specific safeguarding issues highlighted in Parts 1 & 5, and Annex A, B and C of Keeping Children Safe in Education - September 2023
- Ensuring that all staff receive necessary training, information and guidance
- Understands the assessment process for providing early help and statutory intervention, including the criteria making a referral to MASH.
- Has working knowledge of how a child protection case conference and a child protection review conference is undertaken by children's social care and be able to attend and contribute to these effectively when required to do so
- Understands relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations;
- Understands the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners; Data protection: a toolkit for schools 2018, guidance developed to support schools with data protection activity, including compliance with GDPR.
- Understands and supports the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Understands the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Understands that children can be at risk of abuse or exploitation in situations outside their families.
- Understands the local multi-agency safeguarding arrangements and procedures and links with the safeguarding partners to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Maintains & Manages Records

- Keeps detailed records in confidential files, ideally via an online safeguarding recording system, that are separate from the main pupil file and stored securely. Files records need to be dated with a clear record of who entered the record

- Ensures that, when a pupil under the age of 18 years leaves school all child protection records are passed to the new setting (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the pupil's social worker is also informed.

Champions Children's Wellbeing

- Encourages a culture of listening to and taking account of children's wishes and feelings.
- Is alert to the specific needs of children with special educational needs, children in need, children subject to child protection or care proceedings, children in care, young carers, children with particular vulnerabilities in order to provide effective pastoral support and liaison with other agencies.
- Ensures that children and young people are supported to be able to identify risk in their lives or those of their peers in an age-appropriate way, and that they know how they can report it.
- Oversees pastoral care in school.
- Ensuring the appointment of a Designated Teacher for children who are looked after by the local authority and those who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care outside of England.
- Helps promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Support teaching staff to identify the challenges that children who are experiencing or have experienced welfare, safeguarding and child protection issues might face and the additional academic support and adjustments that they could make to best support these children.

Primary point of contact for safeguarding

- Act as a point of contact with the three safeguarding partners
- Attends and/or contributes to child protection conferences, strategy meetings and multi-agency sexual exploitation (MASE) meetings.
- Co-ordinates school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings.
- Develops effective links with relevant statutory and voluntary agencies, including the local safeguarding partnership.
- Works in partnership with social workers and with safeguarding partnership to support the child.
- Notifies social care if a child-on-child protection is absent for more than two days.

Supports and Liaises with Parents, Carers & Families

- Ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.
- Ensures that the safeguarding policies are made publicly available (e.g., on the website) and are easily accessible to all (staff, parents, children, those for whom English is not a first language).

Sets and Communicates Policy

- Updates safeguarding policies (safeguarding, child protection, online safety, safer recruitment, code of conduct, etc.) annually in line with the Local Safeguarding Partnership and statutory requirements
- Ensures that all staff sign to indicate that they have read and understood:
    - Keeping Children Safe in Education updated – September 2023
    - (Part 1 for all staff; Part 1, Part 5, Annex A and C for all classroom-based staff)
    - The child protection and safeguarding policy
    - The staff behaviour policy (code of conduct)
    - The behaviour policy including de-escalation tactics, and are trained on acceptable restraint
    - The school safeguarding response to children who are absent from education
    - The role of the designated safeguarding lead & how to get in touch
- Ensures that the child protection and safeguarding policy and procedures are reviewed and updated at least annually, working with the whole school community of pupils, parents, staff, volunteers and governors and/or proprietors regarding this.
- Keeps a record of staff attendance at child protection training.

Coordinates Training & Induction

- Develops a training strategy to ensure that all staff obtain the appropriate training / updates, skills and knowledge to safeguard children effectively within the local Safer Partnership requirements.
- Undertakes appropriate training themselves, including attending regular DSL Forums, and is given appropriate time and resources to carry out the role.
- Ensures that all staff understand that if they have any concerns about a child's welfare, they should act on them immediately, either by speaking to the DSL or DDSL or, in exceptional circumstances, taking responsibility to make a referral to Children's Social Care.
- Ensure that all staff know how to make a referral to children's social care.
- Quality assures casework by other staff, possibly through supervision.
- Ensures each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff

Ensures Safer Recruitment / Management of Allegations against Staff & Volunteers

- Ensures Safer Recruitment as per the Safer Recruitment policy; develops safeguarding induction strategy for all new / temporary staff.
- Ensure all staff, including temporary staff and volunteers, have read the school's safeguarding policy and the Code of Conduct / Behaviour Policy prior to access to children.
- Ensures that the headteacher is aware of the responsibility under Working Together to Safeguard Children 2023 to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff (including supply staff) or volunteer to the Designated Officer in the Local Authority (LADO) within one working day prior to any internal in

KEY SAFEGUARDING ROLES & RESPONSIBILITIES

Designated Safeguarding Lead (DSL)			
Name:	Mrs Rookshana Adam	Email:	r.adam@azharacademy.org
Job Title:	Executive Headteacher	Phone:	02085555959
Deputy Designated Safeguarding Lead 1 (DDSL)			
Name:	Ms Anila Khan	Email:	a.khan@azharacademy.org
Job Title:	Student Mentor	Phone:	02085555959
Designated Safeguarding Lead 2 (DDSL)			
Name:	Ms Shabana Nakhuda	Email:	s.nakhuda@azharacademy.org
Job Title:	Deputy Head A/I/H & RE	Phone:	02085555959
Headteacher – Managing allegations			
Name:	Mrs Rookshana Adam	Email:	r.adam@azharacademy.org
Job Title:	Executive Headteacher	Phone:	02085555959
Chair of Governors – Managing allegations against Headteacher			
Name:	Mr Ismail Gangat	Email:	ismail.gangat@azharacademy.org
Job Title:	Chair of Governors	Phone:	02085555959
Link Governor for Safeguarding			
Name:	Mr Ismail Gangat Mr Yahya Nadat	Email:	ismail.gangat@azharacademy.org Yahyanadat@azharacademy.org

Useful Contacts

Early Help Partnership Team Contact Details:

Early Help Service Manager:
Claire.Belgard@newham.gov.uk or **0203 373 9952**
Early Help Partnership Co-ordinators:
Dawn Henry – dawn.henry@newham.gov.uk or 0203 373 7031
Beverley Howes – Beverley.howes@newham.gov.uk or 0203 373 6805

If you need to consult with the Newham LADO Service Nick Pratt or Alex Mihu on:
Email: lado@newham.gov.uk

Telephone: 0203 3733803 / 0203 3736706

Newham Child Protection

020 33373 4600 (9am-5.15pm)

02084302000 (other times)

Child Line

Freephone 0800 1111

NSPCC

Freephone 0800 800 5000

Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff Handbook
- Visitors Leaflet/Policy
- Complaints
- Health and safety
- Attendance
- ICT & Internet safety
- Mobile phone

- Equality
- Relationships and sex education
- First aid
- Curriculum
- Designated teacher for looked-after and previously looked-after children
- Privacy Notices
- Retention Policy

AZHAR ACADEMY GIRLS SCHOOL
Website: www.aags.org.uk Telephone: 0208 5555 959
Block F, Tennyson Road E15 4DR