



Safeguarding Children (CP) Policy

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SMT Member Responsible	Mohammed Inham Uddin (Deputy Head)		

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Policy Statement

قَالَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: أَدِّ الْأَمَانَةَ إِلَى مَنْ أَيْتَمَّنَكَ

Allah's Messenger (saws) said: "Fulfil the trust of the one who entrusts you..." (Abu Dawood)

Designated Safeguarding / Prevent Lead:

Mohammed Inham Uddin

Deputy Designated Safeguarding / Prevent Lead:

Arif Abdurrahmaan

Governor Designated Safeguarding Lead / Prevent Lead:

Guljar Alam

London Islamic School views every child as an amanah (Trust) bestowed upon us by our Lord. Consequently LIS fully recognizes that Parents have entrusted their child(ren) in the care of London Islamic School; it is therefore Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children and fulfil trust at all times or be accountable. In order to fulfil this responsibility effectively, all staff should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

A child is defined as anyone under the age of 18 and safeguarding and promoting the welfare of children is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The school and staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children. No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

This policy aims to provide a framework that leads to informed decision making for the protection of children. It sets out how all agencies and professionals should work together to promote children’s welfare and protect them from all forms of abuse.

1. Legislative Framework

This policy has been developed in accordance with the legislation and guidance documentation from the Dfe and the Tower Hamlets local authority model for schools and is also in accordance with and in line with the following:

Legislation	Guidance
Children Act 1989 and 2004	Keeping Children Safe in Education (September) 2019
Education Act 2002 and 2011	Working Together to Safeguard Children (July) 2018
Female Genital Mutilation Act 2003	London Safeguarding Children's Board Procedures” 5th Edition
Safeguarding Vulnerable Groups 2006	The Prevent Duty Departmental advice for schools and childcare providers, DfE, June 2015
Protection of Freedoms Act 2012	Prevent Duty Guidance HM Government 2015
Children and Families Act 2014	Channel Duty Guidance HM Government 2015
Counter Terrorism and Security Act 2015	London Child Protection Procedures 2015;
The Education (Independent School Standards Regulation 2014	What to do if you are worried a child is being abused 2015
Education and Inspections Act 2006	Tower Hamlets Local Safeguarding Children's Board (LSCB) Procedures for Managing Allegations of Abuse against Staff working in Children’s, School and Family Settings - September 2016;
Children and Young Persons Act 2008	Tower Hamlets Guidance on Supporting Vulnerable Children: Preventing Violent Behaviour and Violent Extremism in Tower Hamlets – updated December 2014;
Serious Crime Act 2015	Guidance on Children Missing from Education (CME), Missing Children and the Missing children Register – January 2015;
Social Work Act 2017	Use of reasonable force: Advice for Headteachers, staff and governing bodies” 2013
	Criminal exploitation of children and vulnerable adults: county lines guidance - 2019
	Information sharing: advice for practitioners providing safeguarding services - 2018
	THSCP Multi-Agency Safeguarding Thresholds Guidance – 2019
	THSCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2019
	THSCP LADO Procedures and Flowchart regarding Allegations made against staff working in the children’s workforce - Information about reporting and managing allegations - 2019
	THSCP Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff – September 2019

The Board of Education, Senior Management Team and Staff at London Islamic School take seriously its responsibility to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are or may be suffering harm. **All staff are required to read part one at least of Keeping Children Safe in Education September 2019**, School Safeguarding Policy and Professional code of conduct.

2. Aims

The aims of the policy are:

- 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“, abuse or neglect 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 LIS contribute to assessments of need and support plans for those children, alongside other agencies such as the Children's Social Care
- 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.
- To develop effective working relationships with all other agencies, involved in safeguarding children, as above.
- To ensure that all adults within our school who have access to children have enhanced DBS checks. This includes other community users of our facilities.
- To equip staff members to be able to identify possible cases of additional needs“, abuse or neglect by informing them about their indicators.
- To understand the importance of confidentiality and where it is and isn't appropriate in safeguarding issues.
- To outline procedures for staff in responding to allegations
- To set-out what our school does to safeguard all our pupils.
- Liaise with Children's Social Care Teams over suspected cases of child abuse
- Decide whether to take further action about specific concerns (e.g. refer to Children's Social Care).
- Submit reports to, and attend, Child Protection Conferences.
- Ensure that accurate records relating to individual children are kept in a secure place
- Develop preventative strategies that help students identify peers that are at risk.
- Ensure that Tower Hamlets LCSB and Pan-London Child Protection Procedures are followed in the school. Ensure that appropriate training and support is provided to all staff.

General Overview of Procedures

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed safeguarding plan.
- Establishing a safe environment in which children can learn and develop.

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

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise what safeguarding is and stay safe from abuse.

We will follow the procedures set out by the Tower Hamlets local authority model and Local Safeguarding Children Partnership and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated safeguarding lead who has received appropriate training and support for this role and a deputy designated safeguarding lead.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated safeguarding leads and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead or directly to social care.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations through literature and website.
- Work with the local authority to deal with absences according to our attendance and punctuality policy.
- Develop effective links with relevant agencies, local authority and co-operate as required with their enquiries regarding all safeguarding related matters
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked location.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil within social care
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

3. Definitions and Categories of Child Abuse

The Working together 2018 defines a child as anyone who has not yet reached their 18th birthday, even if a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate for children and young people, does not change their status or entitlement to services of protection.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

All staff must be aware of the main categories of abuse. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger.

The categories of abuse under which a child can be registered are:

Neglect

Neglect is 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment or faltering growth. It may also include neglect of, or unresponsiveness to a child's basic emotional needs and also an absence of boundaries. Frequent lateness or non-attendance are also signs of neglect. **(Symptoms in Appendix 1)**

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described by the term Munchausen's Syndrome by proxy. **(Symptoms in Appendix 1)**

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways, this includes activities or materials on-line. **(Symptoms in Appendix 1)**

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child, though it may occur alone. **(Symptoms in Appendix 1)**

Organised Abuse

Organised or multiple abuse may be defined as abuse involving one or more abusers and a number of related or non-related abused children and young people. The abusers concerned may be acting in concert to abuse children, sometimes acting in isolation, or may be using an institutional framework or position of authority to recruit children for abuse.

Organised and multiple abuse occur both as part of a network of abuse across a family or community, and within institutions such as residential homes or schools.

Other forms of abuse

There are other safeguarding issues we need to be aware of and know the symptom's of so we can take the necessary action following our safeguarding reporting procedures, this is not limited to the following and further training regarding these is provided through online Educare and annual refresher INSET's:

- Bullying (Includes Cyber Bullying)
- Female genital mutilation
- Forced marriages
- Preventing radicalisation
- Child sexual exploitation
- Fabricated or induced illness
- Domestic violence
- Drugs and gang violence
- Peer on peer abuse
- Sexting (Youth produced sexual imagery)
- Sexual violence and sexual harassment
- Teenage relationship abuse
- Gender based violence
- Faith abuse
- Private fostering and mental health
- Trafficking
- Hate
- Missing children and Adult strategy
- Children missing education (CME)
- Child missing from education or care

- Children with family members in prison
- So called 'Honour based violence (HBV)
- Upskirting
- Serious youth violence

All staff need to be aware that in most cases safeguarding issues are rarely standalone events that can be covered in one definition or label, in most cases multiple issues will overlap with one another. Behaviours linked to the likes of drug taking, alcohol abuse, truanting and texting all put children in danger, safeguarding issues can manifest themselves via peer on peer abuse including cyber bullying, gender based violence/sexual assaults and sexting. Some of these are detailed in the policy below while others will be covered more in depth during the training that all staff **MUST** undergo which will be arranged by the DSL.

Child Sexual Exploitation

This is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

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

Female Genital Mutilation

The school is committed to safeguarding all its pupils. It believes that female genital mutilation is an abusive cultural practise popular in certain parts of the world that is unsanctioned by Islam and LIS is aware that it is a criminal offence under the law. It has trained its staff in line with the , Keeping Children Safe in Education 2018 DfE guidance and the Department of Health's ,Female genital mutilation: multi-agency practice guidelines" 2011, to look out for signs to prevent pupils being subjected to such abuse as well as signs that pupils may have already been subjected to it.

FGM has been classified by the World Health Organization into four types:

- Type 1 – Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).
- Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina).
- Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.
- Type 4 – Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

There is a statutory mandatory reporting duty upon teachers with FGM abuse. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police, at LIS we extend this to when a staff member notices students talking about a family member undergoing the procedure, they should also still consider and discuss any such case with the school DSL as appropriate.

Staff should also integrate this issue into relevant lessons more particularly in Science and citizenship to highlight the dangers and legal position of this practice to make students aware. **(Risks and Symptoms in Appendix 1)**

Anti-Bullying & Cyber Bullying

The school believes that bullying has no place in the school. It is passionate about creating a warm and positive climate at the school such that caring and good manners towards each other are parts of its hallmarks and works towards it by promoting emotional and behavioural growth and self governance in pupils. It teaches pupils to understand that differences are a natural part of life, whether physical and inanimate such as the views and beliefs of people, and never warrant aggression and violence. It teaches pupils to tolerate and respect others.

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying, including cyber bullying and homophobic bullying, may lead to consideration under child protection procedures and the disciplinary code set out in the school's behaviour management policy. All victims of bullying will be dealt with sensitively and compassionately and will be offered support to overcome the trauma of their ordeal.

Sexting

The Designated Safeguard Lead is aware, according to UKCCIS, how to handle incidents regarding sexting. This includes assessing the risks, making disclosures, informing parents and, when relevant, informing reports to the police.

Child Missing from Education

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns when a child is missing from education. In these circumstances the attendance and punctuality policy will be followed, below is a general summary

The school will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- Have joined/left as a non-standard joiner/leaver at any time other than the standard transitions period. Notification will take place within 5 days using the appropriate LA forms.
- Have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period;
- Have been permanently excluded.
- Do not return from agreed leave or have taken unauthorised leave and hence are taken off roll.

This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. Follow up will take place to check if a child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

The local authority will be informed of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more. Refer to the school Registration, Attendance and Punctuality Policy for further details.

Peer on Peer abuse

All staff should recognise that children are capable of abusing their peers which can sometimes be trivialised. At London Islamic School we recognise the gendered nature of peer on peer abuse and that it is more likely that girls will be victims and boys perpetrators, however, being a boys school we recognise that all peer on peer abuse is unacceptable and will be taken seriously and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"; There are different forms of peer on peer abuse that can take place, such as:

- Sexual violence and sexual harassment.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexting (also known as youth produced sexual imagery)
- Upskirting
- Initiation and hazing type violence and rituals

In order to deal with any form of peer on peer abuse, the school anti bullying policy and behaviour policy procedures will be applied. Moreover the search policy will be used when required alongside the department document on 'Searching screening and confiscation advice for schools' and the UK Council for Child Internet Safety (UKCCIS) Education Groups 'Advice for schools and colleges on responding to sexting incidents; and initiation/hazing type violence and rituals.

Upskirting

This involves taking a picture under the person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or alarm.

Serious Youth Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults and county lines guidance.

4. Role of the Designated Safeguarding Lead (DSL)

School staff are often the people students will turn to when they want to disclose information about abuse so it is important that we **pass on information quickly** so that others can make the appropriate decision on actions.

The Designated Safeguarding Leads (DSL) and Prevent Leads at London Islamic School are:

- Designated Safeguarding Lead (DSL/Prevent Lead): Mawlana Inham Uddin (Deputy Head)
- Deputy Designated Safeguarding Lead (DDSL/Prevent Deputy): Arif Abdurrahmaan (Assistant Head)
- Governor Designated Safeguarding Lead (GDSDL/Prevent Lead) from the Board of Education: Guljar Alom (Acting Chair of the B.O.E)

If staff members have concerns about a child, they should raise these with the DSL who will usually decide whether to make a referral to the Children's Social Care, but it is important to note that any staff member can refer concerns directly to the Children's Social care and are encouraged to do so if they fear immediate harm.

The Role of the Designated Safeguarding Lead (DSL)

Manage referrals

- The designated safeguarding lead is expected to:
- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- For information only. Guidance will commence on 5 September 2016 59

Work with others

- Liaise with the Headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

- Promote the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales;

Undertake training

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- The designated safeguarding lead should undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;⁸⁰
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college 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;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- The designated safeguarding lead should ensure the school or college's child protection policies are known, understood and used appropriately; • Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible ensuring secure transit, and confirmation of receipt should be obtained. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. DSL should also share any information which will be helpful to the child's care by contacting the named person in the new school. When receiving files the school should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.

Availability

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

5. The Role of Staff Members

Safeguarding is 'everybody's responsibility' was emphasised in Lord Laming's report to the Government.

All staff should:

- Be familiar with the School Safeguarding and Child Protection Policy and procedures
- Have read the School's Safeguarding Policy, part one of the Keeping children Safe in education and part two of the Professional Teachers Standards (Personal and professional conduct).
- Know who to contact if they are concerned about a student – DSL, DDSL, GDSL
- Know who to contact about allegations made against staff (report to Headteacher) or if against the Headteacher (report to the GDSL).
- Know that staff are able to report directly to Social Care or the Police if there is an immediate danger without going through the DSL?
- Be familiar with the types of abuse along with their signs and symptom which may indicate possible safeguarding concerns?
- Aware of their duty to be good role models for all pupils at our school. Staff members must undergo training in Safeguarding and Child Protection on joining the school or once annually along with all staff by the schools DSL or arranged through the Borough. It is the duty of each staff member to be vigilant in protecting the safety and welfare of all pupils.
- It is the duty of each staff member to have attended training and have knowledge and understanding of the signs and indicators of abuse and follow the policy and procedures set out in this policy and the training they receive to deal with each instance they recognise those signs and indicators in a victim or in a perpetrator.
- Staff members are allowed to use "positive touch" at the school. A varying degree of physical prompts, guides and reassurances are appropriate for the age, learning needs and circumstances of a child. Positive touch is appropriate when it meets the needs of the child but in order to protect both staff and children it must be born in mind at all times that innocent actions can be misconstrued. Children may also find being touched uncomfortable or distressing for a variety of reasons. Staff must behave sensitively to a child's reaction to physical contact and act appropriately and always avoid touching pupils, however casually, in ways or on parts of the body that might be considered inappropriate.
- Staff members are instructed, upon joining the school, about appropriate physical contact with children, to avoid being in a room alone with a child and to ensure they never use pupil toilets nor knowingly enter them allowing the door to shut whilst pupils are using them, referring to the document "Guidance on Safe Working Practices for the Protection of Children and Staff members in Education Settings". This to ensure staff members do not place themselves in positions vulnerable to misinterpretation or allegations.
- If any member of staff suspects that a child in his/her class may be a victim of abuse, or a child makes a disclosure to them directly, they must immediately inform the DSL about their concerns following school procedures or may contact the Children Social Care in required.
- A Child Protection Concerns Form must be filled in (**Appendix 3**) by the member of staff to whom the child has made a disclosure. He/she must avoid asking the child leading questions or taking statements and note down accurately the exact words spoken by the child. The date must be noted, along with other details marked on the form. This form must be handed to the DSL who is the only member of staff allowed to store any records on child protection concerns.
- If signs of abuse are manifest on the child's body, this must also be noted on the form pictorially using the image form.
- All staff members maintain the privacy and confidentiality of the individuals involved though they must make clear that they cannot promise complete confidentiality to the pupil in order that they and potentially other children may be safeguarded. Staff members must refrain from discussing the case with anyone unrelated to it, other than the DSL. Staff members have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies.
- It is the duty of every staff member to refer any safeguarding or welfare query they have about any pupil to the DSL however minor it might seem. All staff members will share with all staff, during the daily staff briefing, any welfare concern they have about any pupil to enable the gathering of any relevant further information.
- It is the duty of each staff member to ensure they conduct themselves in a manner befitting of a teacher and as a role model for pupils both in and out of school. Thus activities and behaviour indulged in outside of school must never reflect the school, their role and the profession in a poor light or bring the school into disrepute or give pupils a bad example. This includes the use of the internet and all other forms of media.
- No staff member is permitted to take pictures of pupils on their personal mobile phones or other such technological devices and must be taken on the school camera and must not process nor transmit the pictures in

any way but download them as soon as reasonably possible by handing the school camera/I pad to the SMT who will upload these onto the school server, 'LIS Pics and Vids' and delete originals from device.

6. The Role of the Board of Education

The Board of Education has overall responsibility for ensuring that there are sufficient measures in place to safeguard students at London Islamic School.

In particular the Board of Education must ensure that the following are in place and adhered to:

- The Safeguarding and Child Protection Policy and procedures
- Health, Safety and Welfare Policies and procedures
- The policies and procedures are made available to parents on request
- A member of the school's Senior Management Team is appointed as Designated Safeguarding Lead
- There is appropriate line management for the Designated Safeguarding Lead.
- Appropriate training is undertaken by the Safeguarding Team and refreshed every two years
- Appropriate Safeguarding Training is undertaken by staff, volunteers and governors and refreshed in line with statutory requirements
- Ensuring Prevent issues are being addressed through the curriculum and that the safeguarding policy reflects vulnerability to radicalisation
- Temporary staff and volunteers are made aware of the school's arrangements and responsibilities
- A senior member of staff is appointed as Designated Senior Person for Children in Care
- The school site is secure and safe
- Safer Recruitment Procedures including DBS checks and accredited Safer Recruitment Training for the Headteacher, appropriate Governors, and other relevant senior staff involved in appointing staff
- Safe management of allegations
- The ethos of the school promotes positive practice in relation to Safeguarding
- Prompt and effective steps are taken to address complaints, concerns or deficiencies in Safeguarding and Child Protection arrangements
- The Governor Designated Safeguarding Lead is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher
- A member of the Board of Education is nominated as Governor Designated Safeguarding Lead and will annually monitor and evaluate the effectiveness of child protection work carried out by the school and report back to the full Board of Education
- Safeguarding and Child Protection Policies and Procedures are reviewed regularly in consultation with the full Board of Education

7. Multi Agency working and Information Sharing

Multi Agency Working

London Islamic School understand that it has a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors need to ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. The Local Safeguarding Children's Board (LSCB) has been replaced by the Tower Hamlets Safeguarding children's partnership (THSCP) from 29th September 2019.

New safeguarding partners and child death review partner arrangements are in place from 29th September 2019. Locally, the three safeguarding partners will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. The three safeguarding partners include:

- a) The local authority
- b) A clinical commissioning group for an area within the local authority
- c) The chief officer of police for a police area in the local authority area

The three safeguarding partners will agree on ways to co-ordinate their safeguarding services; act as a strategic leadership group in supporting and engaging others; and implement local and national learning including from serious child safeguarding incidents

The three safeguarding partners will make arrangements to allow all schools (including multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way.

If named as a relevant agency, London Islamic School, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements. Governing bodies and proprietors will understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures and will also be prepared to supply information as requested by the three safeguarding partners.

We will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. We will also allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

Information Sharing

Although the guidance has been updated, the DfE circular 10/95 acknowledges that Child Protection raises issues of confidentiality that must be clearly understood by all staff in schools. The Circular advises that all staff in schools, both teaching and non-teaching staff, have:

“a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children, Schools and Families and the Police). If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he or she has a responsibility to refer alleged abuse to the appropriate agencies for the child's sake. Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it. Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. Child Protection records should be kept securely locked.

The **General Data Protection Regulation (GDPR) and Data Protection Act (2018)**, and regulates the handling of personal data. Essentially, this is information kept about an individual on a computer or in a manual filing system. The Act lays down requirements for the processing of this information, which includes obtaining, recording, storing and disclosing it.

Governing bodies and proprietors should ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018 and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the 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'. Schools should not under the GDPR as supplemented by the Data Protection Act 2018 provide pupils' education data where the serious harm test under that legislation is met. Therefore, in a situation where a child is in a refuge, this could mean that schools can withhold education data under the GDPR; they should do so where the serious harm test is satisfied.

Governing bodies and proprietors should ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing 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.

Further details on information sharing can be found:

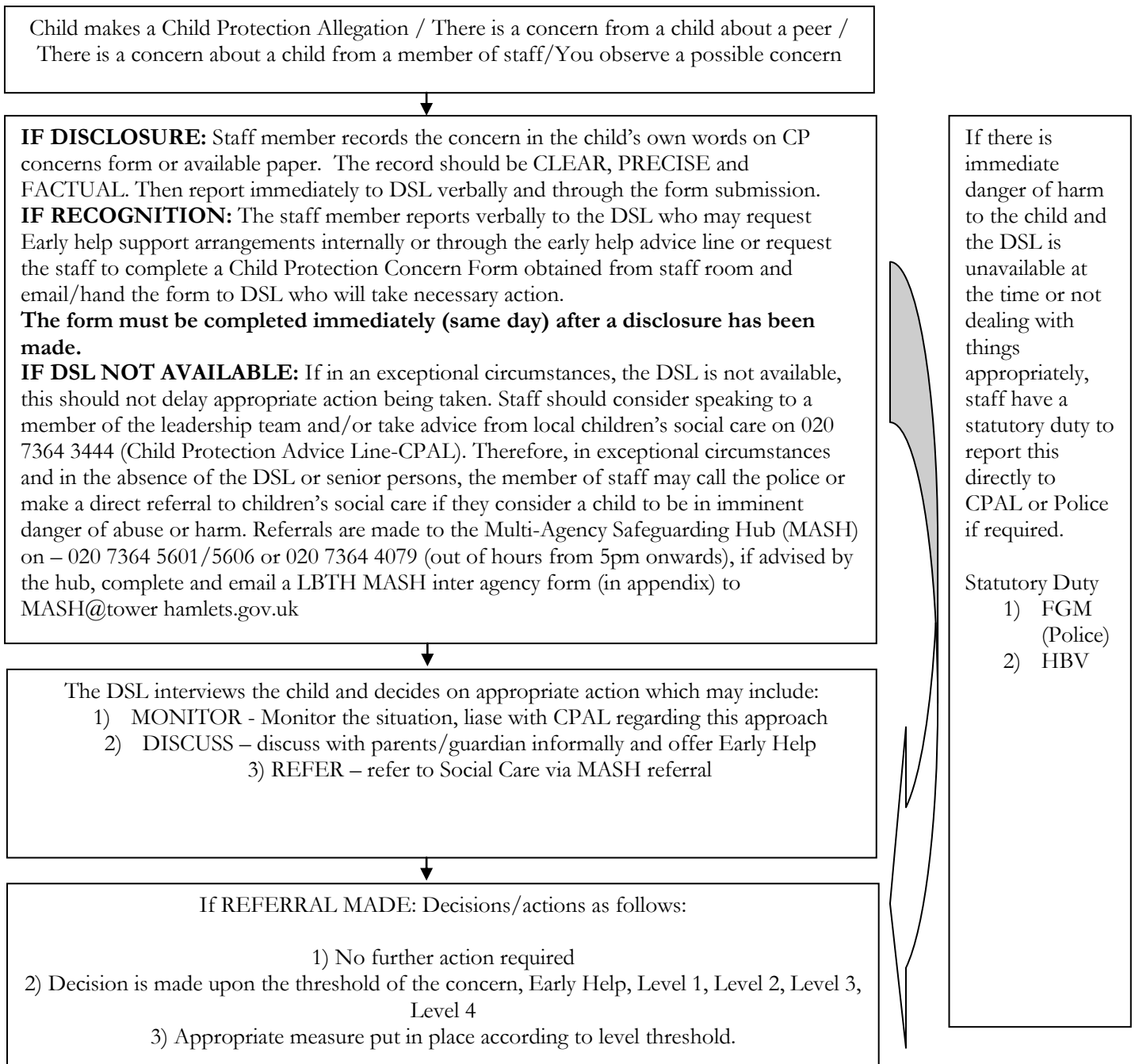
- Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing;
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful; and
- The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department.

Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in **23 days** advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

8. Reporting Procedures for General Safeguarding Concerns

Below is a general flowchart of procedures regarding Safeguarding concerns:



9. Reporting Procedures for Specific Safeguarding Concerns

9a) Preventing Violent Extremism

Details regarding how LIS deals with PVE issues are detailed in our stand alone Anti Radicalisation policy. Reporting procedures are different to general safeguarding procedures, these are detailed in the anti radicalisation policy, a summary is as follows:

- Step 1 - Notice - Staff detect a change in behaviour, sudden, reserved, isolated, opinionated, out of the norm.
- Step 2 - Check - Report to DSL or DDSL who will investigate the possible reasons and decide upon appropriate referral pathway.
- Step 3 - Share - DSL will seek consent to complete a EHA assessment and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met within school and with external agencies with a Team Around a Child (TAC) approach
- Step 4 - Referral - If the concerns persist and the TAC approach does not seem to be having a positive impact, or if it appears the young person is already exposed to or involved with extremist organisations, a referral of the case should be made using the LBTH Inter-Agency Referral form to the email address MASH@towerhamlets.gov.uk. In addition the referred form should be copied to prevent.referrals@towerhamlets.gov.uk. If there is an imminent risk or threat of harm, the DSL may make direct referral to CPAL, police or terrorist hotline, details below.
- Step 5 - Review - School reviews progress and continues working with other agencies and in school support if this is the case

Local Authority Prevent Contacts		
Simon Smith Prevent Manager	simon.smith@towerhamlets.gov.uk Tel: 020 7364 4691	To share any concerns you have with regards to radicalisation
Mace Hoque Prevent Engagement Officer	mace.hoque@towerhamlets.gov.uk Tel: 020 7364 6221	To discuss any whole school programmes that are available
Shadique Ghani Prevent Engagement Officer (Youth)	shadique.ghani@towerhamlets.gov.uk Tel. 020 7364 1635	
Jasmin Phillips Prevent Education Officer	jasmin.phillips@towerhamlets.gov.uk Tel: 0207 364 2414 Mobile: 07984277158	To arrange curriculum sessions and ideas regarding prevent
Early Help Hub Tanya Rajfield (East Borough)	020 7364 5006 (Option 2 - 9am-5pm) 020 7364 5006 (Option 3 - 5pm onwards)	If your concerned about immediate risk of harm of a child
Karen Simpson (West Borough)	tanya.rajfield@towerhamlets.gov.uk Tel: 02073643939 karen.simpson@towerhamlets.gov.uk	
Anti-terror hotline	0800 789 321 or 101 or 020 7340 7264 counter.extremism@education.gsi.gov.uk	If you suspect someone is actually engaged in terrorist activity
Anti-terror hotline	0800 789 321 or 101 or 020 7340 7264 counter.extremism@education.gsi.gov.uk	If you suspect someone is actually engaged in terrorist activity

Further guidance on recognising the early signs of extremism and explanations of the possible reasons for engaging in such ideologies can be found in **Appendix 1 Symptoms**, all staff should be concerned about any student who presents any indicators of possible harm.

9b) Female Genital Mutilation, Honour Based Violence fear of immediate harm

If staff has a concern, local safeguarding procedures will be followed- liaising with police and children's social care. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, this will be reported to the police.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been

carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate.

9. Dealing with Disclosure

How is abuse disclosed?

1. Directly to a teacher or other adult.
2. Through a friend
3. Sometimes through a child’s stories or poems in English lessons or other lessons.
4. Occasionally we receive anonymous calls.

If staff are concerned?

If staff are concerned about the emotional, physical or sexual welfare of a child, or one who has an injury which is not typical of the bumps and scrapes normally associated with children’s injuries BUT the child has not disclosed any information, the member of staff should:

1. Ask what has happened
2. Listen to the child’s response
3. Follow the ‘If pupil discloses directly?’ bullet points (see below)

If another pupil raises a concern?

If another pupil raises a concern about the emotional, physical or sexual welfare of a child or another child, the member of staff should:

1. Ask what has happened
2. Listen to the child’s response
3. Follow the guidance below for ‘If pupil discloses directly?’
4. The DSL will then follow up this concern with the child in question

If the pupils discloses directly?

If a pupil discloses that he or she has been abused in some way, the member of staff should:

1. Not promise confidentiality
2. Reassure him/her that what has happened is not his/her fault
3. Stress that it was the right thing to tell somebody about it
4. Do not ask the child questions, but listen carefully to what is being said and make brief notes on paper available at the time which should be transferred to the CP concern form later but keep original also.
5. Tell the child that you will be reporting their disclosure to the DSL (Designated Safeguarding Lead)
6. Don’t probe any further than what the student initially wishes to disclose. You need to find out just enough about the alleged abuse in order to pass the information on.
7. Don’t put words or suggestions into the student’s mind. Should a case go to court you may be called as a witness and the court will need to be convinced that you have not contaminated the evidence.

What do you do if you are concerned about the content of a piece of written work?

- Bring it immediately to the attention of the DSL. The form tutor should also be informed.

What if information is received anonymously?

- Bring it to the attention of the DSL.

Disclosure by a 3rd Party?

If a 3rd party e.g. another parent, neighbour or member of the public discloses information they should be encouraged to report their concerns directly to Children's Social Care on the advice line 020 7364 3444 or the police (anonymously if necessary). The school also has a duty to pass these concerns on to the appropriate agency. This will be done by the DSL.

We expect London Islamic School staff to report child protection concerns immediately. It is not the responsibility of the member of staff to make a judgement as to whether the issue is either true or serious enough to warrant reporting. Do not wait until the end of the day.

General Points

- Keep calm – do not appear shocked or disgusted
- Accept what the child says without passing judgement (however unlikely the disclosure may sound)
- Look directly at the child
- Be honest
- Let them know you will need to tell someone else, don't promise confidentiality
- Be aware the child may have been threatened and fear reprisals for having spoken to you
- Never push for information or question the child as this can undermine any subsequent criminal investigation. If at any point a child decides not to continue, accept that and let them know that you are ready to listen should they wish to continue at any time.

Helpful things to say or show

- Show acceptance of what the child says
- "I take what you are saying very seriously"
- "I am pleased that you have told me. Thank you for telling me"
- If appropriate, "it isn't your fault and you are not to blame at all"
- "I am sorry that happened to you"
- "I will help you"

Things not to say

- "Why didn't you say something before?"
- "I really can't believe it"
- "Are you sure this has happened?"
- "Why?" "Where?" "When?" "Who?" "What?" "How?"
- Don't make false promises to the child – like confidentiality – be honest now, any lies will be further abuse and betrayal
- Never make statements such as 'I am shocked!' or 'don't tell anyone else'.

Concluding the conversation

- Reassure the child that they were right to tell you
- Let the child know what you are going to do next and tell them that you will let them know what is happening at each stage.

What to do after the conversation (On the same Day)

1. Make notes about the conversation during the discussion on any piece of paper and complete anything you were not able to write. Record exactly what the child said and when he or she said it and what was happening immediately beforehand e.g. (description of the activity). Note the time, date and place of the conversation and the name of any other person present. If the initial note is handwritten, transfer this onto the CP Concern form on the same day and forward to the DSL.
2. Inform the Designated Safeguarding Lead immediately, in his/her absence inform the Deputy Designated Safeguarding Lead. The absence of both should result in reporting to a senior member of staff, if not then do not delay a referral yourself to Children's Social Care (See school procedures section 2)
3. Either the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead will investigate the matter further and contact the Children's Social Care.

4. Exceptionally, should there be any disagreement between the person in receipt of the allegation or suspicion and the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead as to the appropriateness of a referral to the Children's Social Care, that person retains a responsibility as a member of staff to report serious matters to the Children's Social Care directly.

Parental Involvement

Schools have a duty to safeguard and promote the welfare of students and may need to share information and work in partnership with other agencies where there are concerns about a child's welfare.

The updated Safeguarding and Child Protection Policy and procedures will be posted on the website for consultation and kept there for reference with hard copies available to parents on request.

The school will always undertake to share our intention to refer a student with their parent's consent unless to do so would put the student at greater risk of harm, or impede criminal investigation.

The child's view may also be taken into account in deciding to inform the family in some circumstances particularly where the student is sufficiently mature to make informed judgements about the issues.

Where there are doubts or reservations about involving the student's family, the Designated Child Protection Officer will clarify with the statutory agencies whether, and if so when and by whom, the parents should be told about the referral.

A referral will be made if it is in the interests of the student according to the Childrens' Act (1989), or a police investigation.

10. Record Keeping

Well-kept records are essential to good CP practice. Staff will be informed about the need to record any concerns held about a student or students within our school, the status of such records and when these records should be passed over to other agencies.

It is the responsibility of the designated safeguarding lead (DSL) to ensure that records kept concerning child protection are kept in a separate and securely locked room in the school. The DSL will ensure that staff are informed of the contents of reports and other confidential issues on a need-to-know basis, although the overriding principle is the safety of students. All records are confidential. Anyone requesting access to records must first consult with the principal who will allow access only if it is deemed appropriate. A record of all access will be maintained to provide an audit trail.

1. Any verbal information or referrals must be followed promptly by a written report.
2. Written reports should be marked with the date and time, persons involved and notes on the event and action taken. This report should also be signed by the person writing the report.
3. Any original rough notes made during the interview must be kept and attached in case they are needed by a court.
4. The following may be helpful as guidelines generally but especially where a disclosure has been made about alleged abuse:

- ***Written recording during the interview***

It may be possible to write down phrases and words whilst the student is talking which can be used to trigger recall when a full report is made.

- ***Recording your own responses***

Your verbal and non-verbal responses should be recorded and it should be clear that a non-leading approach has been used.

- ***Written recording immediately after the interview***

It is very important to try to record exactly what the student said and using the student's vocabulary even if the meaning is unclear.

- ***Recording the context of the disclosure***

The context in which a student chooses to tell about an incident of abuse can provide valuable information to the investigating team e.g. 'the student had just finished reading a particular book or had been involved in a class discussion on...'

- **Recording the emotional context of the disclosure**
The emotional context can provide valuable clues to the investigating team. A student may make serious statements in a joking way or may present as tearful and distressed. Describe any non-verbal behaviour
- **Recording repetition**
If a student repeats statements these should be recorded. Consistency in a student's repeated statements adds to the strength of the evidence.
- **Mark the Diagram (Appendix 2)**
If there is any obvious bruising or injury draw a diagram to indicate its position.
All reported concerns, whether eventually considered to be a Safeguarding / Child Protection issue or not, must have written records and proper standards of confidentiality must be observed. Colleagues will be informed on a 'need to know' basis.

This code should help to:

- Underpin London Islamic School's ethos and support students' best interests.
- Enable students to seek appropriate help or counselling in confidence.
- Promote a professional approach to confidentiality.
- Give clear guidelines to Staff on how to respond to student's confidentiality.

At London Islamic School, confidentiality means:

- Making it clear that gossip is discouraged
- Keeping personal records of behaviour confidential
- Not discussing student or family matters in a general way.
- Using teaching methods, which protect confidentiality (with ground rules such as discouraging the asking or answering of personal questions).
- Always encourage students to talk to parents or carers about any anxieties they may have, while at the same time offering support for individuals and families from staff

Specific areas of London Islamic School's concern:

- Care should be taken at break/lunch time discussing students near the area of the students/staff.
- Paper/information given to staff headed 'confidential' should not be left on school desks but should be kept out of students' sight.

Confidentiality with regards to Students:

1. We must always believe the child and follow procedures.
2. Never promise not to tell anyone else
3. Explain to the child that you must pass information on to the DSL.
4. **Do not delay** in passing the information on.

11. Allegations against staff

- All school staff members should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children, or parents, to be conducted in view of other adults or rooms with windows or cameras.
- All staff members are aware of the schools behaviour/discipline policy and implement it carefully. Staff members are trained on induction and at least annually on its implementation.
- LIS understands that a pupil may make an allegation against a member of staff and this is dealt with very quickly in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of allegation.
- If such an allegation is made, no suggestions should be made to a pupil for alternative explanations for their worries, he must be listened to and heard. A written dated record should be immediately made of the allegations or as soon as practicable and within 24 hours. The pupil should be informed that the person listening is not able to

promise confidentiality and has a responsibility to report any such allegations to the DSL. Consideration should also be given to others who may have suffered or are potentially at risk of significant harm.

- The member of staff receiving the allegation will immediately inform the DSL, or the deputy DSL if the Lead DSL is not present, or the Headteacher. It is not the duty of any member of staff to investigate a child protection allegation.
- The DSL, deputy DSL head on all such occasions will give initial urgent consideration of whether or not there is sufficient substance in an allegation to warrant an investigation and discuss the content of the allegation with CPAL and if necessary the Local Authority Designated Officer (LADO), who will assist in the initial consideration and provide advice as to the process of any potential investigation. After careful consideration the DSL may decide to make an immediate child protection referral to the LADO. Consideration will also be given to the possibility of an internal discipline enquiry once any police investigation has been concluded.
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Governor DSL who will consult with the pupil and a written dated record should be immediately made of the allegations or as soon as practicable and within 24 hours. The pupil should be informed that the person listening is not able to promise confidentiality and has a responsibility to report any such allegations to the Designated member of staff. Consideration should also be given to others who may have suffered or are potentially at risk of significant harm. without notifying the Headteacher first.
- Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult in making this decision. .
- In all cases the local authority regulation will be adhered to, suspension will not be an automatic response to any allegation but necessary local authority procedures will be adhered to.

Whistle blowing

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.– this is as a mirror of good advice and accurate feedback. The Prophet Muhammad (Peace be upon him) 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 and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding regime, and know that such concerns will be taken seriously by the senior management team.

All staff members should be aware of their duty to raise concerns about the attitude or actions of colleagues especially in relation to safeguarding issues. They should raise their concerns with the line manager of the member/s of staff they suspect of wrong doing or failing to fulfil their obligations. They should raise these with the DSL or DDSL in his/her absence, If it is regarding the DSL or DDSL, they should raise their concerns directly with the Headteacher. If the concerns are school-system-wide or concern the Headteacher, they should raise them with the Governor DSL Guljar Alom. If the concerns are wider still then they should contact the Children Social Care (**See section 13 for contact numbers**)

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: general guidance on whistleblowing can be found via [www. https://www.gov.uk/whistleblowing](https://www.gov.uk/whistleblowing); and the NSPCC’s what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

12. Additional Measures

a) Risk Assessments

All staff who work with children and young people are constantly carrying out informal risk assessments as part of their everyday practice e.g. stopping a child from swinging back on a chair. However, there are times when more Formal Risk Assessments are necessary. The most common of these used in school are:

Risk Assessment	Staff responsible and other consultants
Admitting or re-admitting students whose behaviour may place other students or staff at risk	Designated Safeguarding Lead, staff with greatest knowledge of the child/concerns, parents and relevant LA advisors and external services

Assessing students who self-harm or in doing so may place others at risk	Designated Safeguarding Lead, staff with greatest knowledge of the child/concerns, parents and relevant LA advisors and external services
Healthcare Plans	Designated Safeguarding Lead, School Nurse/First Aider, parents and student
External Educational Visits and Journeys	Extra Curricular Activities Coordinator, Senior staff with responsibility for Educational Visits and Journeys, Line Managers
Off site Education and Partnership Activity	Senior member of staff responsible liaising with partners and providers and agreeing arrangements
Practical Subjects	Heads of Department, SMT members
Annual Health and Safety Checks	Fire Marshall, SMT Members, Heads of Departments, Caretakers and approved contractors
Internal Educational Visits/ Site Security	Extra Curricular Activities Coordinator and Designated Safeguarding Lead
Building work or contractors on site	Fire Marshal, SMT Members

Outcomes of completed risk assessments will need to be communicated with those who need to know as defined in the risk assessment. Ongoing Risk Assessments will be reviewed every annually or at a date indicated and agreed with all parties involved when the risk assessment is drawn up.

b) School Visitor Policy and Raising Student Awareness

A key aspect of safeguarding is the monitoring of activities run by clubs or groups operating under the name of the school or using facilities. As the building is a shared premise with a mosque, all care needs to be taken to ensure that students and public do not come into any form of contact without supervision. Separate entrances are used with an intercom facility, the school use the 1st and 2nd floor while the Mosque uses the ground and basement floor. If the school accesses the ground floor or basement, it will be under the supervision of staff.

In order to safeguard the school community appropriate checks are undertaken regarding contractors who will be subject to checks detailed in the Safer recruitment policy. External visiting speakers will be subject to checks and vetting detailed in the partisan political view policy. The responsibility for checking visitors to the school and use of premises by outsiders resides Designated Safeguarding Lead and Deputy Safeguarding Lead under the leadership of the Headteacher.

With the school entrance being on the ground floor and the reception on the 2nd floor, all visitors will need to dial the intercom to gain entry into the premises, the Office Manager or SMT members will go downstairs to collect the visitor and bring them up to the office so as to avoid any visitors going to other areas. They will then be signed in and given a visitors badge. When visitors are ready to leave, they sign out, return the badge and be escorted to the exit by a member of staff. When student is authorised to leave the premise Parents need to come to reception and collect students.

We recognise that it is important to make students aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. Opportunities for students to learn about safekeeping, who to ask for help if their safety is threatened and how to develop a healthy safer lifestyle will be provided through:

- PSHE
- Citizenship activities
- Positive Behaviour Sessions
- Inclusion workshops
- Mentoring
- Assemblies
- Outside speakers
- Health and Safety Training in practical subjects
- Issues raised through content in other areas of the curriculum e.g. Relationships and Safety Education, Biological information in Science, safe use of Digital Technology in IT
- Daily contact with their form tutor

The DSL is available to advise on relevant input in the curriculum.

c) Opportunities to teach safeguarding

Opportunities are taken where children are taught about safeguarding, including online safety and SRE. This is considered as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. This is in line with the Governments regulations which will make the subject of Relationships and Sex Education (for all secondary pupils) and Relationship Education (for all pupils in state-funded schools) mandatory from September 2020.

d) E- Safety

- Each classroom contains a password protected PC for staff use and pupils use under teacher direction and supervision. The ICT room contains sufficient numbers of PCs for each pupil in a class to use during a teaching session in the ICT room. This room can only be used by pupils strictly under staff supervision.
- Internet sites needed for use in lessons must be researched and vetted for their suitability by teachers before lessons at the planning stage, to ensure they are appropriate. If there is uncertainty, then this needs to be verified by the DSL and/or Headteacher
- Pupils must never be allowed to use staff accounts to access internet or work on PCs.
- Pupils must adhere to the internet safety rules for ICT room.
- Internet use to be closely supervised and monitored at all times by the class teacher and TA.
- Any child found to be trying to access inappropriate material on the computers must be taken to the Headteacher and the usual disciplinary protocols adhered to (detailed witness accounts written down by staff member).
- All rules apply in any room with computer access or for classes/year groups that have used the room temporarily for other lessons.
- The school recognises that a lock-down approach is not the best way to safeguard pupils. Thus we believe teaching pupils how to deal with the threats posed by the internet is a much better approach.
- Safe internet use is taught to pupils throughout the years accompanied by a parental workshop on e-safety for all parents. E safety materials and literature will be available from the school website as well as the office
- Research also demonstrates that pupils are at a higher risk of cyber bullying than they are from sexual grooming or viewing content of a sexual or pornographic nature. Our curriculum for e-safety will be part of our ICT/Computing, PSHE, Citizenship, Assemblies, Metropolitan Police workshops and Islamic Curriculum where students will cover e-safety.
- All e-safety incidents will be subject to school procedures in an occasion where the misuse of technology has had a negative impact on the safety, security or well-being of pupils or staff members.
- All parents sign an e-safety agreement in entry to London Islamic School, based on guidance from the LSCB e-safety document.
- The e-safety officer at London Islamic School is the Head of ICT/Computing. It is his responsibility to ensure that the school is e-safe and to notify the DSL of any incidents of e-safety so appropriate actions can be taken.
- It is the duty of every staff member to ensure they maintain professional relationships with any pupil that might make contact with him/her outside of school hours, including on social networking sites, behaving and communicating with the dignity and decorum expected of a member of staff at London Islamic School and ensuring there is nothing on the internet that might compromise that, such as, for example inappropriate pictures or messages on a social media.
- The e-safety officer implements computer and internet restrictions using software in order to keep children safe.
- Students will not be allowed to use social media or emails in school.
- All activities of students and staff will be monitored by the E-safety Officer who will use appropriate software as support mechanisms to flag any concerns to the DSL
- The e-safety officer will be responsible in blocking and restricting use of specific websites agreed with the DSL and/or Headteacher.

e) Restraint and Positive Touch Policy

Corporal punishment was abolished by Education Act 1996 (Sect 548). However, the Education Act 2006 allows school staff to *use such force as is reasonable in the circumstance which should be minimum to attain the desired effect*. The Dfe guidance is summarised below with further guidance on Appendix 4:

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used at school:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts. Schools cannot:
- Use force as a punishment – it is always unlawful to use force as a punishment.

Staff training

- The SMT will consider whether members of staff require any additional training to enable them to carry out their responsibilities while considering the needs of the pupils when doing so.
- Local authorities advice and guidance will be obtained to help schools to develop an appropriate training programme

Reporting Restraint

A report/statement is to be completed by the staff member(s) to describe the reason, circumstance and outcome of restraint to a member of the SMT. The parents are also informed and given the opportunity to discuss the matter

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- Pupil's behaviour and level of risk presented at the time of the incident;
- Degree of force used;
- Effect on the pupil or member of staff; and
- The child's age.

Positive Touch

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Further guidance on restraint can be found in Appendix 4.

f) Leaflets

General rule in school is that no students or teachers are allowed to distribute any materials or leaflets promoting any event taking place outside of school, this is made clear in induction and through the partisan political view policy and the school disciplinary and staff disciplinary policy will be actioned to anyone breaching this. However with the building being shared with the mosque the basement and ground floor are occupied by the Mosque who have a rule that no promotional material is allowed without prior written permission from Mosque Committee. The mosque does regular spot checks to ensure that no leaflets are displayed whereby prior permission from management is not obtained.

h) Library

The school has a designated Librarian who monitors and checks the contents of the Library to ensure all materials are appropriate. The designated Librarian is Fadhil Choudhury who is part of the SMT and a senior Islamic Sciences Teacher who has a catalogue of all books in the library and able to use his expertise of the religion to ensure that there are no inappropriate material in any of the content within a book. No member of staff or student is allowed to add a book to the Library shelf without prior procedures followed as set out by the librarian which are as follows:

- An official request is made to add a particular book to the Library
- The librarian checks the content with the book to ensure all content is appropriate and not extreme.
- Librarian adds the book to the catalogue library database
- Librarian adds a colour tag to the book corresponding with its section
- The book is added to the library in the new arrivals section

The contents within the library and the library database are cross referenced periodically.

13. Important Safeguarding Contact Numbers (Tower Hamlets)

If you are worried or have concerns about a child or a young person, who you think may be abused, neglected or harmed, staff should refer this to the DSL following school procedures, however if you believe there is a serious concern, you may contact the Children's Social Care using the details below:

Concerns about Child	
Children's Protection Advice Line (CPAL) (9am-5pm)	020 7364 3444
Children's Social Care Out of Hours Team (5.00pm onwards)	020 7364 4079
Social Inclusion Panel (SIP)	020 7364 6448
Channel - Safeguarding Adults Panel (SAP)	020 7364 4691
Early Help Hub (EH) 9am-5pm Early Help Hub (EH) 5pm onwards	020 7364 5006 (Option 2) 020 7364 5006 (Option 3)
Police Child Abuse Investigation Team (CAIT)	020 8217 6484 (In emergency dial 999)
Multi Agency Safeguarding Hub (MASH)	0207364 5601 0207364 5606 0207364 4079 (Out of hours) MASH@towerhamlets.gov.uk

If you are worried or have concerns about a member of staff, please contact:

Concerns about Staff	
Melanie Benzie Local Authority Designated Officer (LADO)	02073640677 LADO@towerhamlets.gov.uk
Child protection advice line (CPAL) (9am-5pm)	020 7364 3444

Safeguarding Children's Partnership (SCP) Contacts

Stephen Ashley LSCB Chair	Tel: 020 7364 2063 / 0390 Fax: 020 7364 3548 Stephen.ashley@towerhamlets.gov.uk
Monawara Bakht LSCB Safeguarding and Governance Manager	Tel: 020 7364 2063 / 0390 Fax: 020 7364 3548 monawara.bakht@towerhamlets.gov.uk

Safeguarding / Child Protection Policy and Procedures

I have read the LIS Safeguarding Policy and understand my responsibilities as a member of London Islamic School staff to report any possible Child Protection concerns using the correct procedures. I understand that:

- When in doubt I must raise my concerns. It is not my responsibility to decide upon the severity of the concern
- Possible CP concerns must not be discussed with parent/carers – where appropriate, this will be carried out by a member of the CP team.

Name _____ (Print/capital letters)

Signed _____ Date _____

14a. Appendix 1 - Indicators/Symptoms of harm

Indicators of Possible Significant Harm - further covered through training

Possible Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

Possible Signs of Emotional Abuse

- Probably the most difficult type of abuse to recognise. An emotionally abused student is often withdrawn, introverted and depressed.
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self-deprecation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

Possible Signs of Sexual Abuse

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn

- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

Possible Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes
- Faltering growth

Possible signs of FGM

The most significant factor to consider when deciding whether a girl or woman may be at risk of FGM is whether her family has a history of practising FGM. In addition, it is important to consider whether FGM is known to be practised in her community or country of origin.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, at marriage or during a first pregnancy.

Given the hidden nature of FGM, individuals from communities where it takes place may not be aware of the practice. Women and girls who have undergone FGM may not fully understand what FGM is, what the consequences are, or that they themselves have had FGM. Given this context, discussions about FGM should always be undertaken with appropriate care and sensitivity

It is believed that **FGM may happen to girls in the UK as well as overseas**. Girls of school age who are subjected to FGM overseas are likely to be taken abroad (often to the family's country of origin) at the start of the school holidays, particularly in the summer, in order for there to be sufficient time for her to recover before returning to school.

There are a number of factors in addition to a girl's or woman's community, country of origin and family history that could indicate she is at risk of being subjected to FGM. Potential risk factors may include:

- A female child is born to a woman who has undergone FGM;
- A female child has an older sibling or cousin who has undergone FGM;
- A female child's father comes from a community known to practise FGM;
- the family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
- A woman/family believe FGM is integral to cultural or religious identity;
- A girl/family has limited level of integration within UK community;
- parents have limited access to information about FGM and do not know about the harmful effects of FGM or UK law;
- A girl confides to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman';
- A girl talks about a long holiday to her country of origin or another country where the practice is prevalent (see Section 2.3 for the nationalities that traditionally practise FGM);
- Parents state that they or a relative will take the girl out of the country for a prolonged period;
- A parent or family member expresses concern that FGM may be carried out on the girl;
- A family is not engaging with professionals (health, education or other);
- A family is already known to social care in relation to other safeguarding issues;
- A girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM;
- A girl talks about FGM in conversation, for example, a girl may tell other children about it (see Annex G for commonly used terms in different languages) – it is important to take into account the context of the discussion;
- A girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent;
- A girl is unexpectedly absent from school;
- sections are missing from a girl's Red book; and/or
- A girl has attended a travel clinic or equivalent for vaccinations / anti-malarials.

Remember: this is not an exhaustive list of risk factors. There may be additional risk factors specific to particular communities. For example, in certain communities FGM is closely associated to when a girl reaches a particular age. If any of these risk factors are identified professionals will need to consider what action to take. If unsure whether the level of risk requires referral at this point, professionals should discuss with their named/designated safeguarding lead.

If the risk of harm is imminent, emergency measures may be required.

There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl or woman asks for help;
- A girl or woman confides in a professional that FGM has taken place;
- A mother/family member discloses that female child has had FGM;
- A family/child is already known to social services in relation to other safeguarding issues;
- A girl or woman has difficulty walking, sitting or standing or looks uncomfortable;
- A girl or woman finds it hard to sit still for long periods of time, and this was not a problem previously;
- A girl or woman spends longer than normal in the bathroom or toilet due to difficulties urinating;
- A girl spends long periods of time away from a classroom during the day with bladder or menstrual problems;
- A girl or woman has frequent urinary, menstrual or stomach problems;
- A girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter;

- There are prolonged or repeated absences from school or college (See attendance policy));
- Increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;
- A girl or woman is reluctant to undergo any medical examinations;
- A girl or woman asks for help, but is not be explicit about the problem; and/or
- A girl talks about pain or discomfort between her legs.

14b. Appendix 2: Prevent Symptoms and Intervention Triangle

Possible Signs of Extremism

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as “Muslims Against Crusades” or other non-proscribed extremist groups such as the English Defence League.
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come access online so involvement with particular groups may not be apparent.)

Why might a young person be drawn towards extremist ideology?

- It appears a decision by a young person to become involved in violent extremism:
- May begin with a search for answers to questions about identity, faith and belonging
- May be driven by the desire for ‘adventure’ and excitement
- May be driven by a desire to enhance the self-esteem of the individual and promote their ‘street cred’
- Is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- Is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

In addition to all the above signs a student may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a student may be suffering harm.

Intervention Triangle

Below is a triangle of intervention showing, at the base, examples of UNIVERSAL preventative work in schools to increase pupil resilience and counteract extremist messages.

As you progress up the triangle, where a school identifies a concern with an individual, the school will use the EHA to assess and undertake TARGETED support work with the child / young person to divert them from harm. If concerns are more serious or do not respond to school interventions (or if you want advice) you should refer to the Social Inclusion Panel (SIP) which can provide additional support.

At the top of the Triangle are those cases that are beyond Prevent because they are already involved in violent extremism. This is used in line with the level threshold guidance.

Youth Offending Team, Social Care and the Police with multi-agency support

**BEYOND PREVENT
SPECIALIST INTERVENTIONS
WITH YOUNG PEOPLE
ALREADY ENGAGED IN
EXTREME VIOLENCE**

The **Channel Panel** oversees individual multi-agency support and diversionary programmes for adults and children at risk from violent extremism or radicalisation.

Intensive Family Support Programmes
Family Therapy / CAMHS programmes
Police Prevent team support
Targeted Youth Support
YISP crime prevention programmes
Focussed theological / educational programmes
Parenting programmes with PVE element
Links with relevant voluntary or religious organisations
Support from school attached police officer
1 to 1 or group counselling
Behaviour support / anger management programmes
Attendance support

Positive activities in and out of school

Positive buddying programmes

Increased adult support, supervision and encouragement

If there are concerns, start with an individual EHA action plan and work with Parents to create a diversionary programme.

**PREVENT -
TARGETED
WORK WITH
THOSE
AT RISK**

Preventative support in schools, youth clubs, etc. to promote positive values & community cohesion, protect children from extremist dialogues, encourage safe and open debate and critical thinking, engage them in positive activities and educate them about world affairs and personal safety (including cyber safety.)

Work on community cohesion, tolerance and anti-violence addressed throughout curriculum.

Alternative positive narratives.

Open discussion and debate of issues and the law in a supportive environment.

Critical appraisal of sources / internet resilience / propaganda – all subjects

Citizenship programmes – British Values

Social and Emotional Aspects of Learning

Anti-bullying work including homophobia and violence against women.

Rewarding positive behaviour

Pastoral and induction support

Positive in and out of school hours programmes

Access to youth clubs and holiday programmes

Opportunities for channelling positive engagement e.g. charities / community work

Parenting programmes to ensure consistent messages between home and school.

Work on safety, risk and crime prevention

UNIVERSAL PROVISION FOR PREVENT

14c. Tower Hamlets Threshold Guidance

The thresholds outlined in this guide are **to support decision making by DSL's and the local authority** regarding the welfare of children and young people.

The 4 Levels – demarcates where statutory intervention lays in the continuum

Level 1 – Universal Services – All Children receive these services

Level 2 – Universal services plus additional support as part of early help/ multiagency intervention, LP, TAF approach

Level 3 – Meets threshold for social work assessment

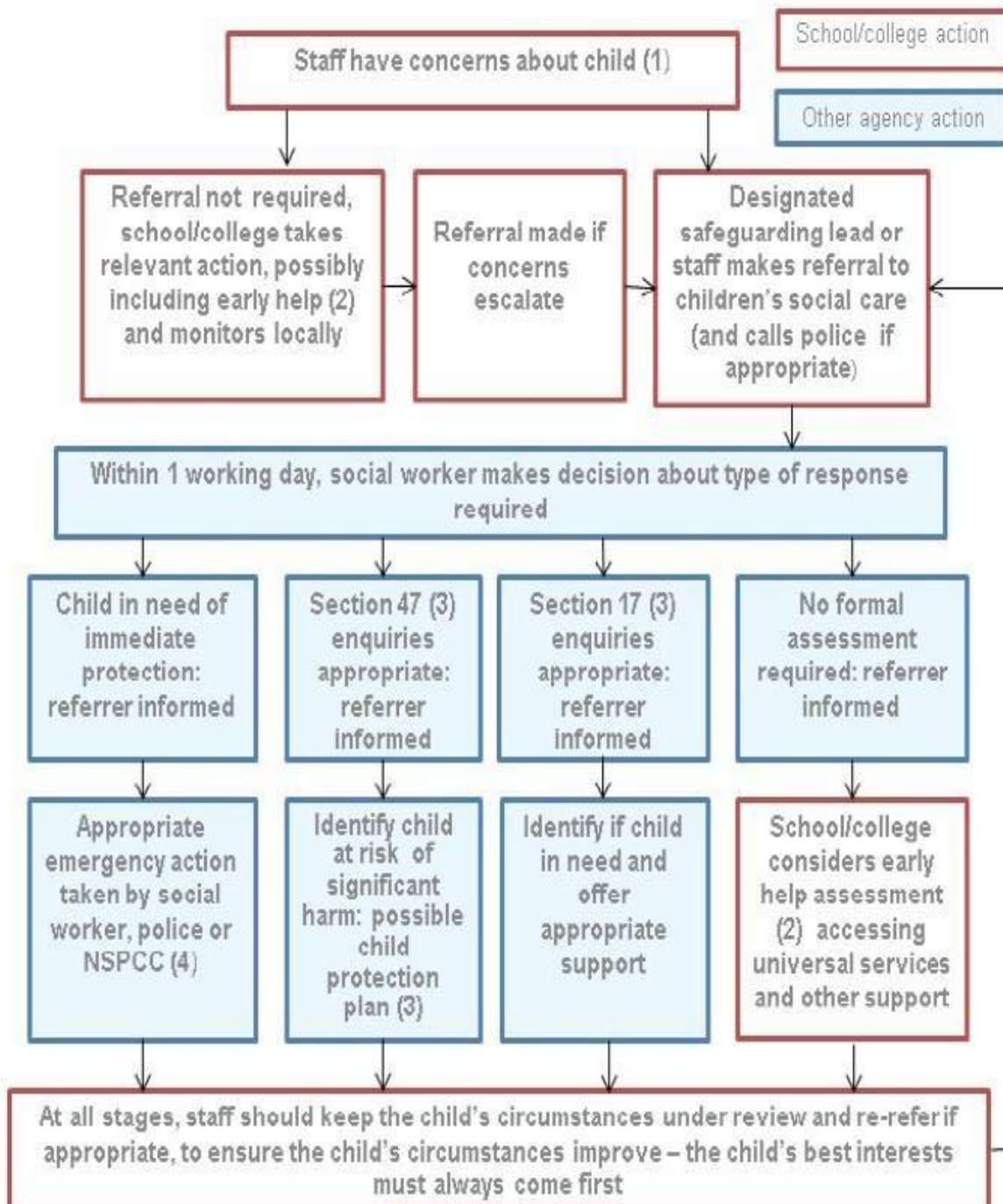
- In cases where CSC decisions do not address the concerns of the professional, referrer should aim to resolve the professional difference/dispute and use Escalation process if necessary.

Level 4 – Child Protection Thresholds Met – requires statutory intervention

Level 1	Should be met within universal settings; including low level addition needs (All Children)
Level 2	Meets the criteria for more formal targeted services delivered as part of the early help offer ; multi-agency intervention, a lead professional and a team around the family approach (in addition universal services)
Level 3	Meets the threshold for social work assessment and support under S.17 Children Act 1989 (child in need) - in addition to provision in universal settings and by targeted services
Level 4	Meets the threshold for statutory child protection by social work teams delivered under S.47 Children Act 1989 , in addition to provision in universal settings and targeted services. <ul style="list-style-type: none"> ▪ This may also include children subject to a Care Order or Children Looked After under S.20 (duty to accommodate) of the Children Act 1989.

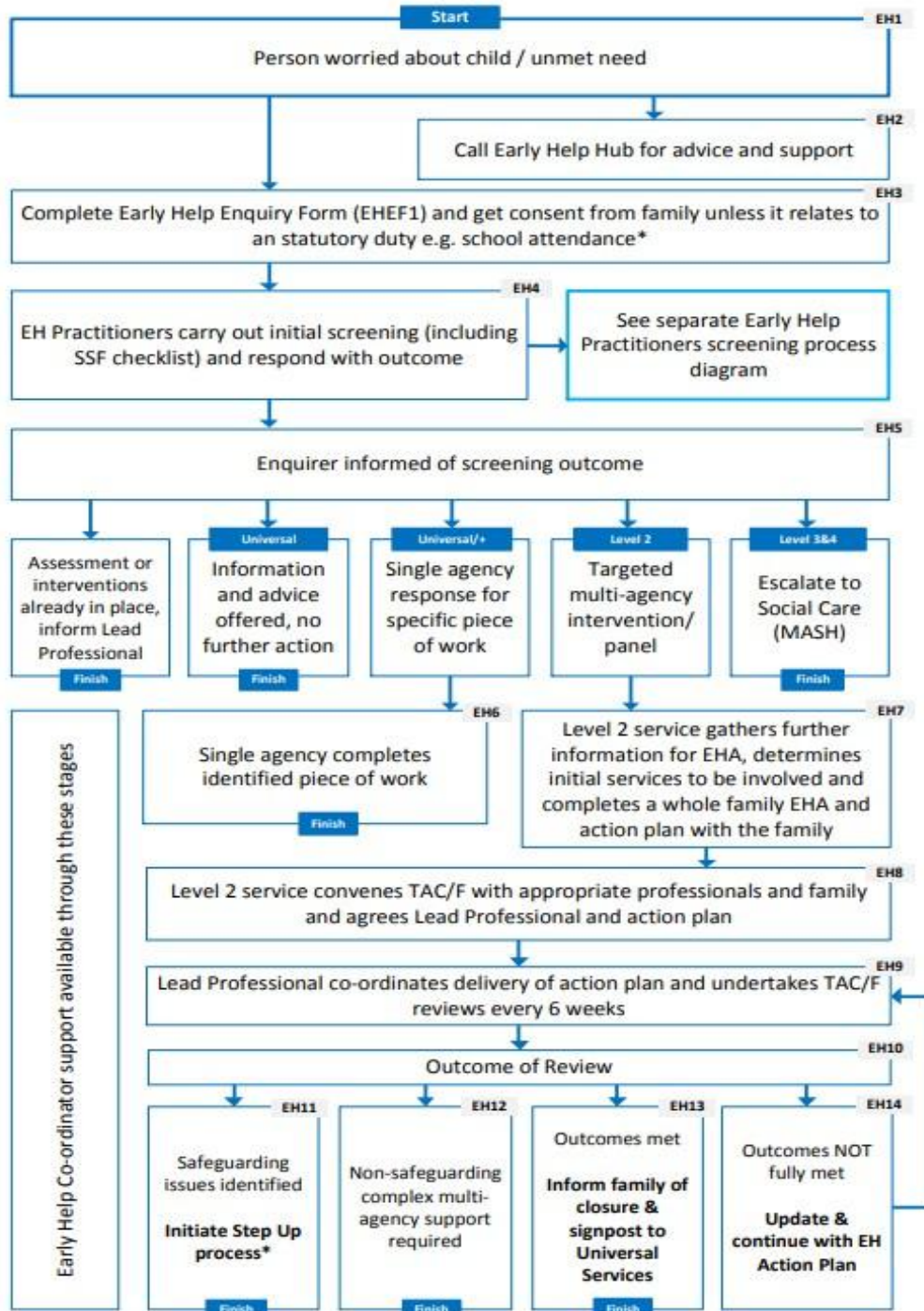
14d. Appendix 7: Social care referral pathway flowchart

Actions where there are concerns about a child



14e. Appendix 6: Early Help Pathway in Tower Hamlets

Early Help Pathway in Tower Hamlets



Early Help Co-ordinator support available through these stages

* There is a separate process for MASH

Guidance Note

The Early Help pathway process serves as good practice and should be used as a guide as it represents the process for the vast majority of the cases.

CONTACT NUMBER FOR EARLY HELP ENQUIRES : 020 7364 5006

14f. Appendix 3: Child Protection Concerns Form/Report

(USE THIS FORM TO REPORT ANY INCIDENT RELATED TO CHILD PROTECTION)

You may use this form immediately when a disclosure is made in order to capture the information to file a report, however if you feel that in obtaining the form it may interfere with the opportunity for the child to disclose openly, just write the information on a scrap piece of paper which is at hand and attach to this report. Try and keep the process friendly rather than a formal; you want the child to feel as comfortable as possible during this stressful process. (Attach any paper used to script information already used)

Interviewer's details

Name _____ Position _____

Date _____ Time _____

Child's details

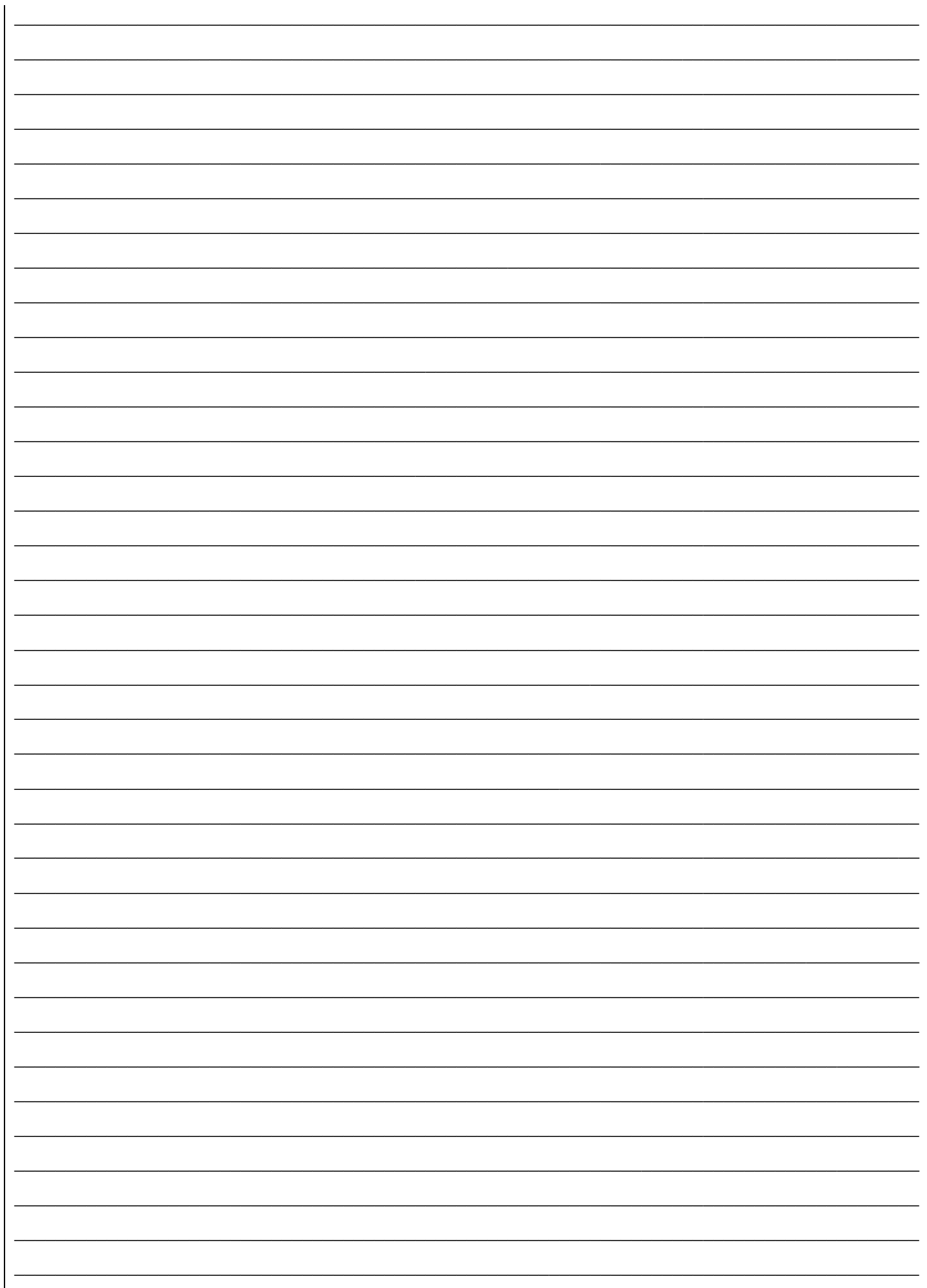
Name _____ Date of birth _____

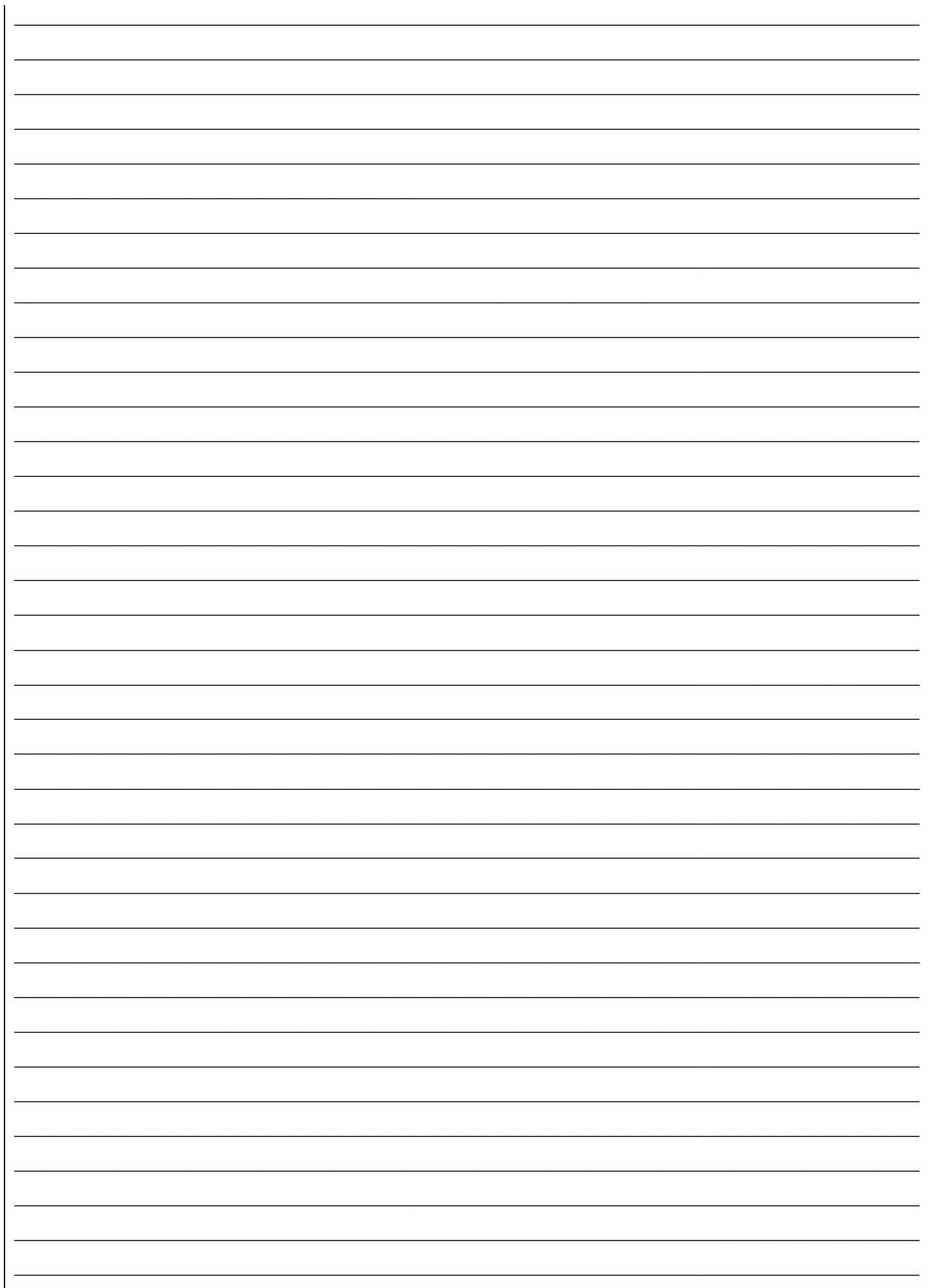
Address _____

Parents / Carers names _____

Context of Disclosure (Where did they disclose, what time of day, was it random, in class etc)

Emotional Context of Disclosure (What was the child mood like, crying, joking, sad, angry)





Action taken/ external agencies contacted

Social Services

Reported to which office? _____

Officer reported to _____

Date incident reported _____

Time incident reported _____

Details of advice received _____

EHA Completed and Sent YES/NO/NOT REQUIRED

MASH Referral completed YES/NO/NOT REQUIRED

Police

Reported to which police station? _____

Officer reported to _____

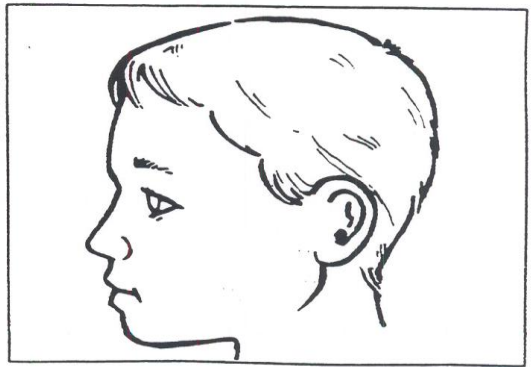
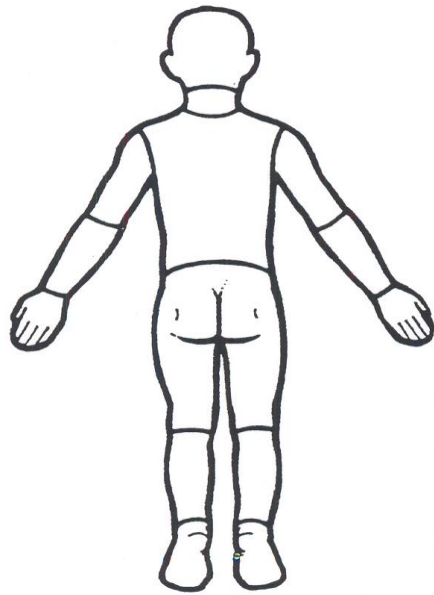
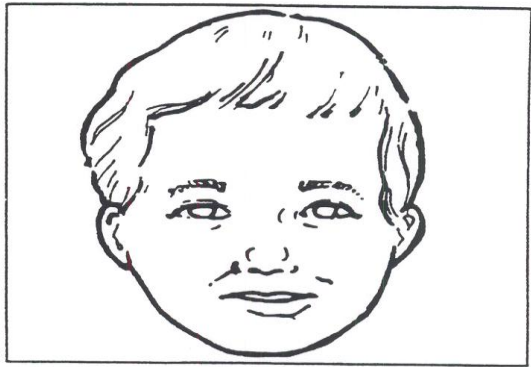
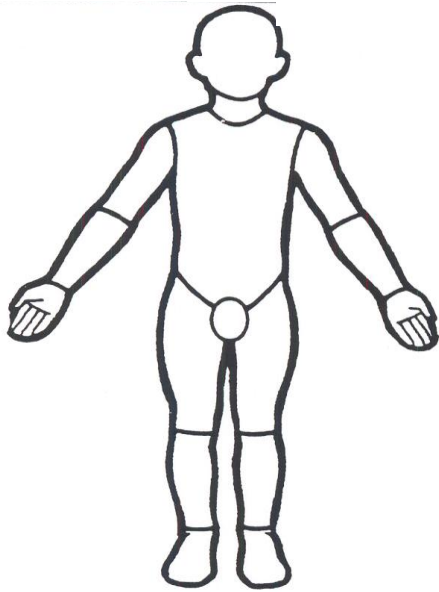
Date incident reported _____

Time incident reported _____

Details of advice received _____

Body Map (If Required)

Older Child



Signature of Staff interviewer:
Name of Interviewer:

Date:

Signature of DSL interviewer:
Name of Interviewer:

Date:

14g. Appendix 4: Further Information on Restraint and Positive Touch

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items" :

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Using force

- A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:
- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident. What about other physical contact with pupils?
- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

14h. Appendix 4: Further Information on Restraint and Positive Touch

INTER-AGENCY REFERRAL FORM

This form is to be used by all agencies referring child/children to London Borough of Tower Hamlets CSC for assessment as a child in need, including in need of protection.

All urgent referrals should be initiated by phone/fax and with completion of as much of this form as possible or an updated CAF or a Signs of Safety Mapping tool. If information is incomplete, a MASH worker will work through the form to ensure the information is accurate and good quality. If you are a service provider in Tower Hamlets, as part of the Family Wellbeing Model, you may be asked to provide a CAF as well as this form. You should get feedback within 24 hours on this referral and we will proactively work with you and other services to ensure a service is provided to the child, even if it does not meet the thresholds for a statutory response as outlined in the Family Wellbeing Model.

A. CHILD/ YOUNG PERSON

Family Name					Forename/s					
DOB/EDD		M		F		*Ethnicity code		Religion		
Child's first language					Is an interpreter or signer required?					
Address										
Postcode					Tel.					
Current address if different from above										
Postcode					Tel.:					

**ONS Ethnicity Codes: White British 1a; White Irish 1b; White other 1c; White & Black Caribbean 2a; White & Black African 2b; White & Asian 2c; Other Mixed 2d; Indian 3a; Pakistani 3b; Bangladeshi 3c; Other Asian 3d; Caribbean 4a; African 4b; Other Black 4c; Chinese 5a; Other ethnic group 5b*

B. CHILD/YOUNG PERSON'S PRINCIPAL CARERS

FULL NAME	DOB If known	Relationship to child	Ethnicity code	Parental responsibility

First language of carers: Is an interpreter or signer required: Y / N				

C. OTHER HOUSEHOLD MEMBERS

FULL NAME	DOB If known	Relationship to child/ young person	Ethnicity code	Tick if also referred

D. OTHER SIGNIFICANT PEOPLE IN THE CHILD/YOUNG PERSON'S LIFE, INCLUDING OTHER FAMILY MEMBERS

FULL NAME	Relationship to child/young person	Address	Tel No

Referrals will be shared with the family and should not be made without their knowledge/agreement unless this would jeopardise the child/young person's safety		
	Y / N	If no, state reason
The child/young person knows about the referral		
The parent/carer knows about the referral		
The parent/carer has given consent to the referral.		

F. INFORMATION ON STATUTORY STATUS

	Y/ N	Please give details of name of child/young person, dates, category (if known)
Any child in family is/has been on the disability register?		

Any child in family is/has been on the child protection register (CPR)?		
Any child or other family member has been looked after by a local authority?		

G. KEY AGENCIES INVOLVED

Insert name of professional if involved	Tel	Insert Name of professional if involved	Tel
H.V.		G.P.	
Nursery		EWO	
School		Police	
YOT		Dentist	
Community mental health		Community Paediatrician	
School Nurse		Midwife	
Hospital Consultant		Other	

H. INFORMATION SUPPORTING THIS REFERRAL

The purpose of this section is to assist the inter-agency assessment. Where you have no information about a particular area, please write N/K (not known). Please record strengths as well as areas of need or risk so that resources can be directed appropriately.

REASON FOR REFERRAL/REQUEST FOR SERVICES

What are your concerns? (If an allegation of possible physical abuse, please give specific details of any injury including dates and explanations given)

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Scale how safe you think the child is:

With 0 being I am certain the abuse will happen again if something is n't done immediately and 10 being the case needs action but I don't think the child is in immediate danger, what rating would you give?

Comments on Score: Please tell us how you reached this score.

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<i>What existing safety is there for the child(ren) – are there safe people around the child?</i>
<i>What are you most worried will happen to the child(ren) if the situation doesn't change?</i>
<i>What convinced you to take action now and contact us?</i>
<i>Have you done anything to address this problem (apart from making this referral)? For example has your agency used a CAF or a TAC to focus professional efforts on addressing the concerns? Has the Social Inclusion Panel been consulted for support?</i>
<i>What do you see as the cause of the problem?</i>
<i>What do you expect to happen as a result of this notification?</i>

I. DETAILS OF REFERRER AND SOCIAL WORKER TAKING REFERRAL

Name of worker completing this referral (please print)			
Agency			
Address			
Ward/Consultant			
Telephone number			
Signature		Date	

Name of social worker taking referral			
Team		Date	
Social work context scale (for social worker to complete): <i>On a scale of 0 to 10 with 0 being this is the worst case that the agency has ever worked with and 10 indicates that this is a case the agency would take no further action with, where would you rate yourself?</i>			