Policy Number	17

LONDON ISLAMIC SCHOOL

Striving For Excellence in Education & Piety

Safeguarding Children (CP) Policy

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1. Policy Statement

قَالَ النَّبِيُّ صَلَّى اللهُ عَلَيْهِ وَ سَلَّمَ: اَدِّ الْاَمَانَةَ اِلَى مَنِ ائْتَمَنَكَ

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

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

The phrase 'child protection' refers to the processes followed to protect children who have been identified as suffering or being at risk of suffering significant harm. Child includes everyone under the age of 18. Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, carers, foster carers, and adoptive parents. Staff refers to all those who work for the school or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

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. 1 Core safeguarding principles

- The welfare of the child is paramount and underpins all discussions, decision making, and actions taken at the school.
- All concerns disclosed and reported will be taken seriously.
- Children have the right to have a life free from harm, regardless of age, gender, ability, culture, race, language, religion or sexual identity, all have equal rights to protection. This includes children's lives in digital and online environments.
- The child's wishes and feelings will always be taken into account at the school when determining what action to take and what support to provide.
- All staff including supply staff, contractors and volunteers have an equal responsibility to act immediately on any suspicion or disclosure that may suggest a child is at risk of harm or has been harmed.
- The Designated Safeguarding Lead will ensure that all pupils and staff involved in safeguarding and child protection issues will receive appropriate support.

These 6 core principles are embedded within the school's safeguarding arrangements; it's safeguarding policies, procedures and systems; and underpin the whole school approach to safeguarding at London Islamic School.

1. 2 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
Section 157 of the Education Act 2002	Keeping Children Safe in Education September 2024
Children Act 1989 and 2004	Working Together to Safeguard Children 2023 (Updated February 2024)
Education Act 2002 and 2011	LSCB London Child Protection Procedures revised 7th edition, (April 2024)
Female Genital Mutilation Act 2003	The Prevent Duty Departmental advice for schools and childcare providers, DfE, June 2015
Equality Act 2010	Prevent Duty Guidance HM Government 2015
Safeguarding Vulnerable Groups 2006	Channel Duty Guidance HM Government 2015
Protection of Freedoms Act 2012	What to do if you are worried a child is being abused – advice for

	practitioners
Children and Families Act 2014	What to do if you are worried a child is being abused – advice for practitioners
Counter Terrorism and Security Act 2015	Tower Hamlets Guidance on Supporting Vulnerable Children: Preventing Violent Behaviour and Violent Extremism in Tower Hamlets – updated December 2014;
Human Rights Act 1998	Guidance on Children Missing from Education (CME), Missing Children and the Missing children Register – January 2015;
The Education (Independent School Standards Regulation 2014	Use of reasonable force: Advice for Headteachers, staff and governing bodies" 2013
Education and Inspections Act 2006	Criminal exploitation of children and vulnerable adults: county lines guidance – 2019
Children and Young Persons Act 2008	Information sharing: advice for practitioners providing safeguarding services – May 2024
Serious Crime Act 2015	THSCP Multi-Agency Safeguarding Thresholds Guidance THSCP Level of needs guidance Sept 2023
Social Work Act 2017	THSCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2024
Voyeurism (Offences Act) 2019	THSCP LADO Procedures and Flowchart regarding Allegations made against staff working in the children's workforce - Information about reporting and managing allegations
Disqualification under the Childcare Act 2018	THSCP Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff – September 2024
Data Protection Act 2018 and the GDPR	Ofsted-Inspecting safeguarding in early years, education and skills settings (September 2019
The Education (Independent School Standards) Regulations 2019	Teaching Online Safety in Schools (June 2019)
Education and Training (Welfare of Children) Act 2021 (16-19 Academies and Independent Training Providers)	Safeguarding children and young people in education from knife crime (March 2019)
Police Act 1997 (Criminal Records) (No. 2) Regulations 2009	Relationships and Sex Education (RSE) and Health Education 2019
School Staffing (England) Regulations 2009	Send Code of Practice 2014
	Dfe Mental health and behaviour in schools 2014
	Sexual Violence and Sexual Harassment between children in schools and colleges (May 2018)
	Guidance for safer working practice for those working with children and young people in education settings (May 2019) (Safer recruitment consortium)
	Ofsted Education Inspection Framework 2019
	Dfe Child sexual exploitation: guide for practitioners 2017
	Data protection: A toolkit for schools 2018
	Dfe safeguarding-in-schools-colleges and-other-providers and safeguarding-and-remote-education
	UKCIS Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People (December 2020)
	Sexual Violence and Sexual Harassment between Children in Schools and Colleges: Advice for Schools and Colleges on how to prevent and respond to reports of sexual violence and harassment between children (Updated July 2021)
	Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)

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 the latest Keeping Children Safe in Education.** School Safeguarding Policy and Professional code of conduct.

1.3 Contact Details

Role	Name	Contact details
Designated Safeguarding Lead / Prevent Lead:	Arif Abdurrahman	arif@londonislamicschool.org
Deputy Designated Safeguarding Lead / Prevent Lead:	Mohammed Inham Uddin	inham@londonislamicschool.org
Designated Governor for Safeguarding/Online Safety Lead /Governor Prevent Lead:	Guljar Alam	guljaralam@gmail.com

The key safeguarding staff and contact details are outlined above: In the event of a safeguarding query out of school hours and during holiday periods, any concerns should be directed to the **Child Protection Advice Line:** 020 7364 3444 . All staff should recognise that as frontline workers they are in an important position to identify concerns early, provide help and support to children, promote children's welfare, and prevent concerns from escalating. All staff have a responsibility to provide a safe environment in which children can learn.

2. Policy in General

2.1 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.
- To ensure all pupils on the school roll are effectively safeguarded including those pupils in Alternative Provision placements

2.2 <u>General Overview of Procedures</u>

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. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- Ensure children know that there are adults in the school whom they can approach if they are worried. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- 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.

2.3 Rights of a Child

- The school upholds the human rights of the child in accordance with the Human Rights Act 1998. It is unlawful for schools to act in a way that is incompatible with the European Convention on Human Rights. Specifically, the school embeds and upholds the following Convention rights of the child across its safeguarding policies and procedures:
- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right) preventing the impairment of a child's physical and mental health or development
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14 requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination
- Protocol 1, Article 2: protects the right to education.
- In accordance with the Equality Act 2010, the school must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). This is in line with our Equality Policy. The school is committed to supporting and taking positive action towards children with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race- who may be at a disadvantage and be disproportionately vulnerable.
- In fulfilment of the school's Public Sector Equality Duty the school has due regard to the need to eliminate unlawful discrimination, harassment, and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.
- London Islamic School within the context of safeguarding and promoting the welfare of children supporting all pupils in particular those with protected characteristics - including disability, sex, sexual orientation, gender reassignment and race. Where necessary we take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children, including those with long term conditions
- As evident in the Serious Case Review Child Q, the school is aware that children from ethnically diverse groups are at risk of adultification whereby their vulnerability as a child is reduced or set aside because of racial bias and stereotypes impacting professional judgement. All staff share in the whole school's commitment to ensure equity, diversity and inclusion remain at the centre of the school's.
- The school shares the London Borough of Tower Hamlet's commitment to being an anti-racist borough and to tackle and eliminate race discrimination. The council's Black, Asian, and Minority Ethnic Inequalities Commission (2021) concluded that racism still exists within institutions and structures in the borough and has developed an action plan to achieve race equality at pace. The action plan recognises that schools have a powerful and significant role in changing narratives and bringing about social change through education so we are committed to a whole school approach to addressing racism.

3. Types of abuse, symptoms and further potential risks

3.1 Definitions and categories of child abuse

The Working together 2018 (updated Dec 2020) 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.

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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. 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

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)** The school is aware of the borough's LBTH Neglect Guidance toolkit and all staff should understand their important frontline role in identifying children who may be suffering from Neglect.

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, not necessarily involving violence, 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 INSETs:

- Bullying (Includes Cyber Bullying)
- Female genital mutilation
- Forced marriages
- Preventing radicalisation
- Child sexual exploitation (CSE)
- 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 absent and missing education
- Child missing from education or care
- Children with family members in prison
- So called 'Honour based violence (HBV)
- Upskirting
- Serious youth violence
- Child criminal exploitation (CCE), child sexual exploitation and county lines

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 for your convenience 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 (CSE)

Child sexual exploitation is a form of child sexual abuse. CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Apart from age other factors that could make a child more vulnerable to exploitation, include gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

CSE can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited, as they may believe they are in a genuine romantic relationship. Children may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Staff should be vigilant and be aware of the following Some of the following can be indicators of CSE, which is by no means an exhaustive list, and reports all concerns immediately to the DSL:

- Children who are in possession of multiple phones and overly anxious to check their phones
- Children who experience sudden changes in behaviour e.g. looking agitated, children who want to leave the school premises at lunchtime
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant.
- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- 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.

In addition to this, the school's PSHE/Citizenship curriculum outlines important topics that will be taught to pupils educating them of what CSE is and what its indicators.
For further information staff can read the Home Office Statutory Guidance on Child Sexual Exploitation as well as speaking to the DSL.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:
(a) In exchange for something the victim needs or wants
(b) For the financial or other advantage of the perpetrator or facilitator
(c) Through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below for further information), forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- Children who are in possession of multiple phones and overly anxious to check their phones
- Children who experience sudden changes in behaviour e.g. looking agitated, children who want to leave the school premises at lunchtime
- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or do not take part in education.

County lines

County lines County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily

become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

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

When referring children at risk of Exploitation to MAST, the school will give consideration to completing an Exploitation Screening Tool to support the Local Authority's assessment of risk to the child.

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

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

If staff have a concern regarding a child who might be at risk of Honour Based Abuse or who has suffered from Honour Based Abuse, they should speak to the Designated Safeguarding Lead, who will follow local safeguarding procedures.

Female Genital Mutilation
In England, Wales and Northern Ireland, FGM is a criminal offence under the Female Genital Mutilation Act 2003. London Islamic School's guidance is informed by **HM Government Multi-Agency Statutory Guidance on FGM, Updated 30th July 2020.**

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 may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. However, teachers should notify the Designated Safeguarding Lead of this action as well as reporting the disclosure of FGM in line with school's safeguarding procedures.

The duty on teachers to report to the police does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures and report concerns to the Designated Safeguarding Lead. If in doubt, staff should speak to the Designated Safeguarding Lead.

Forced Marriage
In England and Wales, the practice of Forced Marriage is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Schools and colleges can play an important role in safeguarding children from forced marriage.

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.
London Islamic School also, as part of its guidance on Forced marriage references the Forced Marriage Unit's Statutory Guidance and Multi Agency Guidelines The Right to Choose Updated June 2022]

Virginity Testing and Hymenoplasty
The government has made it illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK, as part of the Health and Care Act 2022.
It is also illegal for UK nationals and residents to do these things outside the UK.
In response to any reports of a child/young person being subject to or at risk of virginity testing or hymenoplasty, the DSL will take action in accordance with the government's non-statutory guidance Virginity testing and hymenoplasty: multi-agency guidance (July 2022).

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. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the school's Anti-Bullying Policy/Pupil Behaviour Policy/Child-on-child abuse Policy, in accordance with Keeping Children Safe in Education 2023 and Behaviour in Schools. Advice for Head teacher and School Staff (September 2022).

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.

Children with family members in prison
Prison sentences upon families can affect a pupil's learning. KSCIE 2023 describes children in these situations to be at risk of isolation, poverty, stigma and deteriorating mental health. If the DSL notices these changes within a pupil, advice will be sought from The National Information Centre on Children of Offenders.

Children and the court system
The school understands that pupils between the ages of 12 and 17 years old may have to give evidence in court for crimes they may have witnessed or crimes committed against them. The DSL will ensure that the children concerned are supported and where appropriate make use of the guides provided by the HM Courts & Tribunals Service for children 5-11-year olds and 12-17 year olds.

Making child arrangements via the family courts following parental separation can be stressful and entrench conflict in families. This can be stressful for children too. Where appropriate parents can be signposted to the Department of Justice's information toolkit for families on making child arrangements which sets out each party's responsibility including the importance of putting the needs of the children first in the process.

Child abduction and community safety incidents
Child abduction is the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. All incidents of Child Abduction should be reported immediately to the Police and Children's Social Care.

Other community safety incidents in the vicinity of a school can raise concerns amongst staff, children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. All incidents that occur during the

school day should be immediately reported to the DSL, and steps taken to ensure the safety and well-being of the children involved.

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.

Child on child abuse

All staff must be aware that children can be harmed by other children (peer on peer abuse). Child on child Abuse can happen both inside and outside of school including online. It is important that all staff recognise the indicators and signs of child on child abuse.

Staff should treat all reports of child-on-child abuse very seriously and make it clear that all forms are unacceptable. As with all forms of abuse the occurrence of child-on-child abuse is an infringement of a child's human rights. Abuse is abuse and will never be dismissed as 'banter' or 'part of growing up'. The school adopts a Zero Tolerance Approach to child-on-child abuse.

All staff should recognise that even though there are no reported cases of child-on-child abuse among pupils, such abuse may still be taking place and that it is simply not being reported.
Staff should be aware that it is more likely that boys will be perpetrators of child-on-child abuse and girls will be victims of child-on-child abuse. However, all forms of child-on-child abuse are unacceptable and will not be tolerated at the school.

Staff should recognise that child-on-child abuse can take many forms and may be facilitated by technology, including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as biting, hitting, kicking or hair pulling
- sexually harmful behaviour and sexual abuse including inappropriate sexual language, touching, sexual assault or rape
- Sexting (sending and receiving sexually explicit images via technology)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos
- teenage relationship abuse – where there is a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- upskirting – taking a picture under a person's clothing without their knowledge and/or permission with the attention of viewing their buttocks or genitals (with or without underwear) to obtain sexual gratification. It is a criminal offence
- initiation/hazing - used to introduce newcomers into an organisation or group by subjecting them to a series of trials and challenges, which are potentially humiliating, embarrassing or abusive.
- prejudice and discrimination - behaviours which cause a person to feel powerless, worthless or excluded originating from prejudices around belonging, identity and equality, for example, prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Although a child identifying as LGBTQ+ is not in itself a safeguarding concern, such children may be more vulnerable to forms of child-on-child abuse. This includes children who are perceived to be LGBTQ+ even though they do not identify

as such. The school is committed to providing a safe space for LGBTQ+ children to share any concerns they may have and in ensuring an inclusive culture is maintained.

London Islamic School's Behaviour Policy, SRE curriculum and assembly programme help the school to minimise the risk of child-on-child abuse. Any allegations of child-on-child abuse are investigated in line with our Behaviour Policy. Victims, perpetrators and other children affected by child-on-child abuse are supported through the pastoral team, led by the relevant SLT Lead and Safeguarding team. All incidents will be dealt with promptly and escalated if required.

Child on child sexual violence

All staff must be aware that sexual violence and sexual harassment can occur between two children of any age and sex and it can happen in any environment including schools, the family home as part of intra-familial abuse and via online platforms. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. The abuse may be perpetrated by a younger child towards an older child because of an imbalance of power caused by factors such as height difference or cognitive ability.
As part of school's wider safeguarding culture, staff should maintain a 'it could happen here' approach in regard to child on child sexual violence or sexual harassment and understand that children may be experiencing such forms of peer on peer abuse, including that facilitated by technology, regardless of the number of reports the DSL receives.

In response to reports including disclosures school will reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. As part of the reassurance to children, it will be made clear to children that the law is in place to protect them from abuse rather than to criminalise them.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBTQ+ children are at greater risk. Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting upskirts. Dismissing or tolerating such behaviours will help to normalise them.

Sexual violence offences are defined under the Sexual Offences Act 2003

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)
Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.
All Staff need to be aware of the following:

- children under the age of 13 can never consent to any sexual activity;
- the age of consent is 16

- sexual intercourse without consent is rape.

Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. In parallel to this the school will make a referral to Children's Services via the Multi Agency Safeguarding Hub.

Sexual harassment

Sexual Harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
Sexual Harassment may include the following:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence such as:
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.
- sharing of unwanted explicit content;
- upskirting
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation, coercion and threats

On a case-by-case basis the school will liaise with Children's Services and the Police as well as specialist services as part of the immediate response to child-on-child sexual harassment and the ongoing support for all the children involved.

Once the DSL is made aware of an allegation pertaining to sexual harassment or violence, it is followed up by immediate action by firstly, interviewing the victim and the perpetrator separately. Thereafter, the DSL will identify witnesses involved in order to take witness statements so as to collect as much information as possible. If need be, the DSL will analyse the scene of the allegation in order to get a better picture. Further investigation is carried out by checking CCTV footage if available. Throughout the investigation, the victim is supported by the DSL and is comforted to ensure they feel that the issue is not their fault. Sufficient sanctions are then applied to the perpetrator. The parents of the victim as well as the perpetrator are also kept in the loop throughout the investigation.

Harmful Sexual Behaviours

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. School recognises that Harmful Sexual Behaviours can, in some cases, progress on a continuum. It is therefore important for all staff to address inappropriate behaviours to help prevent problematic, abusive and/or violent behaviour in the future. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.

School takes seriously its duty to respond appropriately to all reports and concerns about children's sexual behaviours both online and offline, in and outside of the school, including reports of sexual violence and/or sexual harassment. The DSL has completed relevant training in responding to and managing harmful sexual behaviours and will draw upon appropriate resources such as the AIM Checklists and Assessment Tools. The DSL will liaise where appropriate with Children's Services, the Police and other specialist services.

All reports of child-on-child sexual violence and sexual harassment are taken seriously at LIS and investigated in line with our Behaviour Policy and brought to the attention of the DSL in accordance with Keeping Children Safe in Education 2022 Part 5. Clear records are kept of all statements and sanctions. Where appropriate, risk assessments are carried out and external agency support is sought. The ongoing response is monitored by the pastoral and safeguarding team, with a focus on the need for support for the victim and perpetrator.

Youth Produced Sexual Imagery

Youth Produced Sexual Imagery is one of the terms professionals use to describe the sending or posting of nude or semi-nude images, videos or live streams by children and young people under the age of 18 online. The term 'nudes' is used by young people and covers all types of image sharing incidents. Alternative terms used by children include 'dick pics' or 'pics'.

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Nude or semi-nude images, videos or live streams may include more than one child or young person.
Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame. Such images can be shared via web pages and social media accounts called 'Bait Out' pages/accounts.

Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal.
When handling disclosures of Youth Produced Sexual Imagery, staff must be aware that it is illegal for staff to view or share such imagery. Staff should immediately report the disclosure to the Designated Safeguarding Lead.
[Outline school's response to Youth Produced Sexual Imagery in accordance with UKCIS's non-statutory guidance, Sharing *Nudes and Semi-Nudes. Advice for Education Settings working with Children and Young People 2020*]

London Islamic School takes note of, and procedures have been informed by the significant safeguarding risks posed by Youth Produced Sexual Imagery in accordance with UKCIS's non-statutory guidance, Sharing Nudes and Semi-Nudes. Advice for Education Settings working with Children and Young People 2020

Upskirting

Upskirting115 The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

3.2 Children who may be potentially more at risk of harm

All staff should recognise that all children are vulnerable but that some children may be more vulnerable than others and at more risk of harm. Children known to a Social Worker, Looked After Children and Care Leavers are likely to have suffered abuse at some point in their childhood and may be more vulnerable to further abuse including exploitation. Staff need to be aware that other children who may be potentially more at risk of harm include

A Child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of so-called honour based abuse such as Female Genital Mutilation or Forced Marriage;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day.

Staff must be more vigilant in their day-to-day work with children when the above vulnerabilities are known and report all concerns immediately to the Designated Safeguarding Lead. Some of these are explained in more detail below:

3.2.1 Mental Health

Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils. Early intervention to identify issues and provide effective support is crucial. Our role in supporting and promoting mental health and wellbeing can be summarised as:

- Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos
- Identification: recognising emerging issues as early and accurately as possible
- Early support: helping pupils to access evidence based early support and interventions
- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

All should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff should also be aware that the pandemic has had a negative impact on the mental health of many children, some of whom have never previously experienced difficulties with their mental health. However, all staff should be clear that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

Pupils are regularly made aware of the importance of mental health and how it contributes to their optimal performance. Pupils are reminded that if there are mental health concerns affecting them, they can approach the designated safeguarding lead or a deputy. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. Go to https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview to view all materials and lesson plans.

The school does not have a stand alone policy to support mental health, rather we have a range of policies which work together to consistently with the schools' Equality Act 2010 to promote and support mental health and wellbeing. The school's referral pathway for children with mental health problems is the same as for all other safeguarding / child protection concerns, an initial child protection concern form is completed. The SLT lead for Safeguarding is also the Mental Health Lead for the school.

3.2.2 Domestic abuse

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse recognises that domestic abuse may occur in different types of relationships, including ex-partners and family members and is not restricted to the family home. According to the definition the person perpetrating the abuse and the person to whom the abusive behaviour is directed towards must be aged 16 or over and be "personally connected". Domestic Abuse may involve a range of abusive

behaviours, which may be a single incident or a pattern of abuse, including physical, sexual, emotional and economic abuse, and coercive and controlling behaviour.

Staff should be aware that all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and have a detrimental and long-term impact on their health, well-being, development, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home because of the abuse. Children can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'.

In response to safeguarding reports received about children involving Domestic Abuse, the school will make contact with Children's Social Care for advice and guidance. Where appropriate school will complete a DASH Risk Assessment with the individual reporting as a victim of Domestic Abuse

LIS has signed up to the Metropolitan Police's Operation Encompass project. Operation Encompass ensures that when police are called to an incident of domestic abuse, and where there are children in the household, the police will notify the school's Designated Safeguarding Lead before the child arrives at school the following day, so that the school can provide 'silent support' to the child and follow up with Children's Social Care where appropriate.

3.2.3 Private fostering

Private fostering has been described to be, "*when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.*" (KCSIE, 2023). **Staff should be vigilant about children who are in private fostering arrangements and report concerns to the DSL, who will notify the Local Authority through a MASH referral, as set out in the THSCP Multi-Agency Private Fostering Guidance (January 2022). The Local Authority will check the arrangement is suitable and safe for the child in accordance with the Private Fostering statutory guidance**.

3.2.4 Homelessness

London Islamic School recognises that homelessness can pose a detrimental effect upon a pupil's safety. If a pupil is in danger of being homeless, the DSL will notify a social worker to find the best possible course of action.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The DSL will raise concerns at the earliest opportunity about a family at risk of homelessness through the Tower Hamlets Homeless and Housing Options service.

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. However, it is also recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and should be contacted in the first instance. For general enquiries about support for young people who might be at risk of or experiencing homelessness in the borough, please contact Tower Hamlets Housing Options: Host@towerhamlets.gov.uk

3.2.5 Young carers

A young carer is someone under the age of 18 who looks after a family member or friend who has a physical or mental health condition, or misuses drugs or alcohol. They may also look after brothers, sisters or elderly relatives too.
It is estimated by the Children's Society that 1 in 5 children are young carers and many are hidden and unidentified. School recognises that Young carers have the right to an assessment by the local authority to identify needs and support and the person they are caring for can have a reassessment of their needs. The DSL will seek information and support from the LBTH Young Carers Program when identifying young carers and refer accordingly: Young.Carers@towerhamlets.gov.uk

3.2.6 Modern slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the Modern Slavery Statutory Guidance.

3.2.7 Children Absent from Education & Children Missing from Education

The school closely monitors attendance, absence, suspensions, and exclusions. A child absent from education, whether prolonged or on repeat occasions, can be a vital warning sign of a wide range of safeguarding issues and is a potential indicator of abuse and neglect, including child sexual abuse, child sexual exploitation, and child criminal exploitation (county lines)

In accordance with the DfE's *Working together to improve school attendance*, the school follows up on absences and addresses persistent absence as part of its safeguarding duty. Such an approach prevents the risk of these children becoming children missing education in the future. Staff address daily absence and persistent absence as soon as these problems emerge as part of school's early help response.

Staff should be alert to children already known to be vulnerable especially Children known to a Social Worker and Looked After Children, since absence from education may increase known safeguarding risks within the family or in the community. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

In summary, 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. 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.

All absences are followed up the attendance team, in line with our attendance policy. All staff must follow the protocols, as outlined in the Attendance Policy, as part of their core safeguarding duty.

When a pupil does not return to school and the whereabouts of the child and their family are not known after the school has made initial inquiries, the school must refer to the Local Authority using a Missing Children referral form.

Contact: LBTH CME Officer, Tower Hamlets Education Safeguarding Service, nasihah.Anwer@towerhamlets.gov.uk, 020 7364 3426 / 07562 431 817.

3.2.8 Looked after children and previous looked after children

The most common reason for children becoming looked after is as a result of abuse including neglect.
Staff need to have the skills, knowledge and understanding to safeguard Looked After Children in recognition of their heightened vulnerability.

The DSL and Designated Teacher will work with relevant agencies and take immediate action to safeguard and provide support to this vulnerable group of children. The designated teacher will work with the Virtual School to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

The Designated Teacher is the SLT lead for Safeguarding. They are supported in this role by the relevant LCO who leads on looked after children in their year group. Together they support and work with the DSL and Virtual School. This core group works with teachers to promote and safeguard the educational outcomes of Looked After Children and Care Leavers.

The school's Designated Safeguarding Lead will work with the local authority's Personal Advisor appointed to guide and support Care Leavers, so that any issues or concerns affecting the care leaver can be explored and effective support put in place.

3.2.9 SEND children

Children with special educational needs and disabilities (SEND) or physical health issues can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- professionals and other adults making assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEN and disabilities or certain medical conditions being vulnerable to experiencing peer exclusion and isolation and being disproportionally impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs;
- children not understanding that what is happening to them is abuse; and
- communication barriers when reporting abuse and difficulties in overcoming these barriers.

For some disabled children, their dependency on parents and carers for practical assistance in daily living, including intimate personal care, may increase their risk of exposure to abusive behaviour. Some children may also have an impaired capacity to resist or avoid abuse. Looked After Disabled Children may be particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day to day physical care needs.

Further information on safeguarding SEND children is available in the non-statutory guidance Safeguarding Disabled Children (2009), NSPCC Safeguarding Children with Special Educational Needs and Disabilities (May 2022), and NSPCC Safeguarding d/Deaf Children and Children who have disabilities at greater risk of abuse (June 2024), but staff should speak with the DSL who if required will liaise with an external SENDCO officer.

Although LIS does not admit SEND as we do not have the provisions to cater for them, staff need to be aware of the additional barriers that exist when safeguarding SEND children if any students develop SEND. All staff need to be aware that SEND children may be more vulnerable when online and using digital platforms, and it is important that Online Safety lessons and related advice are tailored to their individual needs.

If a child does develop any SEND symptoms, LIS will follow an appropriate referral system (working with GP, LBTH pupil and CAMHS services) and make provisions to support and safeguard SEND pupils including children who have physical health conditions and ensure that measures are in place to make safeguarding systems accessible to all children; making clear that staff should be vigilant when working with SEND pupils and how strategies need to be implemented by staff to help ensure the known barriers are overcome.

3.2.10 Children in need of social worker

Children who have been allocated a social worker may have experienced abuse including neglect and belong to a family that has many complex circumstances. Staff should recognise that these children will have experienced adversity and trauma that can leave them vulnerable to further harm, as well as educationally disadvantaged, and have a negative impact on their attendance, learning, behaviour and mental health.

When making decisions about safeguarding, carrying out risk analysis, making a safeguarding response to concerns such as unauthorised and persistent absence, and providing pastoral and academic support, the school will take seriously the fact

that the child in need of a social worker will require enhanced pastoral and academic support alongside that provided by statutory services. School is also committed to providing further pastoral and academic support to children who have had historic contact with a Social Worker, in recognition that the abuse and trauma is likely to have an impact on the child beyond the duration of the involvement of statutory services.

The school will co-operate with the Virtual School, which now has a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children known to a social worker. All staff involved in working with children known to a social worker will be expected to provide all requests for information and ensure appropriate support is put in place as necessary, in line with DSL / agency communication.

3.2.11 Elective home education

The school recognises that parents have a legal right to electively home educate their child at home; however, it is expected that the parents' decision to do this is made with their child's best education and best interests at its heart. Staff should be aware that even though most home educated children have a positive experience, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

When a parent informs the head teacher of their intention to electively home educate their child, the school will convene and coordinate a meeting between the LA, relevant school staff, parents and all key professionals currently working with the child and family. In accordance with LBTH Policy this meeting must occur before any final decision is made by the parents, to ensure that the best interests of the child have been taken fully into account and carefully considered. The occurrence of this meeting is especially important when the children have known vulnerabilities including Children known to a Social Worker and SEND children.

3.2.12 Online harms

Children should have the right to explore the digital environment but also the right to be safe when on it. However, the use of technology has become a significant component of many safeguarding issues. Examples of which include child sexual exploitation; child criminal exploitation; radicalisation; sexual predation/grooming; and forms of child-on-child abuse such as cyberbullying and nudes and semi-nudes.

In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. In accordance with Behaviour in Schools. Advice for headteachers and school staff (September 2022), the school promotes as part of its culture of excellent standards of behaviour that the same standards of behaviour are expected online as apply offline, and that every pupil should be treated with kindness, respect and dignity

An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

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

- Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racism, prejudice-based content, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;
- Contact: being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention of grooming or exploiting them for sexual, criminal; financial or other purposes;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images (e.g. consensual or non-consensual sharing of nudes and semi-nudes), and/or pornography, sharing other explicit images and online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. When pupils are at risk of phishing, school can reports concerns to the Anti-Phishing Working Group (https://apwg.org/).

Children can also abuse their peers online. This can include:

- Abusive, harassing or misogynistic message.
- Non-consensual sharing of indecent images (particularly in chat groups).

- Sharing of abusive images and pornography to those who don't want to receive such content.

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

When there are concerns about a child in this area, staff should notify the DSL, who will consider referring the child into the Cyber Choices programme (**cyberchoices.uk**). It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

In accordance with the Prevent Duty the school has appropriate filtering and monitoring systems in place when children access the internet via school devices and when using the school network. The school meets the Department for Education's Filtering and Monitoring Standards through

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
- Reviewing filtering and monitoring provision at least annually.
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
- Having effective monitoring strategies in place that meet their safeguarding needs.

The school's IT system is filtered using the cleanbrowsing.co.uk DNS filtering and monitoring software to prevent any inappropriate content being available to both staff and pupils. An overview for the system can be found here: https://www.youtube.com/watch?v=szd_SR1VYOo.

School is committed to ensuring that Online Safety is a running and interrelated theme throughout its safeguarding arrangements including policy and procedure, the curriculum, staff training and induction, the role of the DSL, and parental engagement. This includes promoting an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring systems in place when children access the internet via school devices and the school network.

As part of a whole school approach the school is committed to ensure that all parents have the opportunity to be empowered and upskilled in keeping children safe online through the sharing of Online Safety information, advice and guidance including the offer of workshops to support parents for example in installing safeguards on to their children's digital devices.

The school's ICT Acceptable Use Policy outlines how ICT should be used safely at London Islamic School. The school does not allow online remote learning and the use of mobile phones or any other devices that children may use in school.

The Designated Safeguarding Lead takes the ultimate lead responsibility for safeguarding arrangements within the school on a day-to-day basis, including online safety and understanding the filtering and monitoring systems and processes in place which includes overseeing and acting on safeguarding concerns, filtering and monitoring reports and checks to filtering and monitoring systems.

The DSL and SLT will work closely with the IT service provider to ensure the following:

- maintaining filtering and monitoring systems
- carry out annual reviews to identify risks and make changes where necessary
- completing actions following concerns or checks to systems
- procure systems

Staff should report Online Safety concerns about pupils to the Designated Safeguarding Lead as with all other safeguarding concerns. When it comes to the safety and well-being of the child, the response to the risks and harms that children may experience in the online or digital environment should be no different than the offline, face to face world. For most children there is little distinction between the online and face to face, physical environments, as the two intersect with one another in their daily lives. Staff should recognise that children's experience of abuse in the digital environment may be even more pronounced, where the identity of the abuser is unknown and the abuse can continue 24 hours a day, 7 days a week.

Staff should be aware that children with known vulnerabilities such as SEND, LAC and PLAC children and Children known to a Social Worker, may be more vulnerable to harm and exploitation in the online and digital environments.

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): Arif Abdurrahman (Deputy Head)
- Deputy Designated Safeguarding Lead (DDSL/Prevent Deputy): Mawlana Inham Uddin (Headteacher)
- Governor Designated Safeguarding Lead (GDSL/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.
- Including online safety and understanding the filtering and monitoring systems and processes in place

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;
- Liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when to consider calling the police and what to expect when

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, DSL forums, 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 (BOE)

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

Board of Education are required to have compulsory safeguarding training as part of their induction and to maintain their knowledge through regular safeguarding training and updates. Through regular safeguarding training and updates governors/trustees will be empowered and equipped to provide strategic challenge and gain assurance that effective safeguarding arrangements in place.

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
- As the school is a subsidiary of a charity, Charity Commission guidance on charity and trustee duties to safeguard children is used to further understand responsibilities.

7. Multi Agency working and Information Sharing

Multi Agency Working

London Islamic School understands 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.

The Children Act 2004 as amended by the Children and Social Work Act 2017 has brought about the establishment of the Tower Hamlets Safeguarding Children Partnership (THSCP). The Partnership coordinates the work of all agencies and ensures that this work is effective in achieving the best outcomes for Tower Hamlets children. The three statutory safeguarding partners have published arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. More information about the Tower Hamlets Safeguarding Children Partnership can be found on the website:
https://www.towerhamlets.gov.uk/lgnl/health__social_care/children_and_family_care/Safeguarding-Children-Partnership/Safeguarding-Children-Partnership.aspx

In accordance with *Working Together to Safeguard Children 2023*, the school is a protective factor for all children especially the most vulnerable and has a pivotal role to play in local multi-agency safeguarding arrangements. The school's contribution, insight and co-operation are vital to the successful delivery of these arrangements. The school has been named as a 'relevant agency' and as such is under a statutory duty to cooperate with the THSCP multi-agency arrangements. This includes responding to safeguarding audits of quality and compliance, as requested by the local authority and/or local safeguarding partners.

The school is committed to engaging with the THSCP multi-agency safeguarding training offer and the borough's Designated Safeguarding Leads Forums, participating in THSCP/LA's Section 175/157 School Safeguarding Audit Cycles, providing key information about children relevant to keeping children safe, and participating fully in the Rapid Review process and Child Safeguarding Practice Reviews

The three safeguarding partners (the local authority, A clinical commissioning group for an area within the local authority, the chief officer of police for a police area in the local authority area) have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.

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.

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.

The school has been named as a 'relevant agency' and as such is under a statutory duty to cooperate with the THSCP arrangements. The school will engage with the borough's Designated Safeguarding Lead Forums, co-operate with the Rapid Review process and any Local Learning Reviews,1 participate in the THSCP multi-agency safeguarding training offer, and co-operate with the borough's Section 175/157 School Safeguarding Audit cycle.

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.

Early help

The Tower Hamlets Early Help Strategy recognises the important role schools have in identifying children and families who are at risk of poor outcomes without early intervention.

Early help means providing support as soon as a problem emerges, at any point in a child's life. All staff need to recognise that all children may benefit from Early Help at any point in their childhood, but some children may benefit from Early Help more than others. These are children listed with vulnerabilities listed in the section 'children at more risk of potential harm' in this policy. A brief list is below:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Have mental health needs.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.
- Have family members in prison, or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Misuse drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are persistently absent from education, including persistent absences for part of the school day.
- Show early signs of abuse and/or neglect in other ways.

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care.

All staff are trained and prepared to identify children who may benefit from Early Help, which is providing support as soon as a problem emerges at any point in a child's life. This can be support provided through school's internal pastoral system and resources and/or Local Authority services and other external agencies.

London Islamic School has a shared approach in identifying early help. Staff are trained by the DSL and/or externally to recognise indicators where a child maybe susceptible to danger which may include:

- displaying disruptive or anti-social behaviour.
- being bullied or bullying others.
- having poor attendance at school.
- being involved in, or at risk of, offending.
- having poor general health.
- having anxiety, depression or other mental health issues.

The DSL will contact the LBTH MAST for support and advice if required. The SLT and pastoral team co-ordinates the school's internal pastoral support system, provision of additional support, use of Early Help Assessment, EHA Reviews and Team Around the Child / Family meetings**,** and referral to
Children's Social Care if the threshold has been met.

LBTH MAST:
0207 364 5006 (option 3)
Alternatively, the DSL will complete an Early Help Enquiry form which can be accessed via https://bit.ly/2AA2WNy
The DSL will apply the LBTH Thresholds Guidance to decide what level of safeguarding response is required as part of the Early Help response. If in doubt about the level of need the DSL will telephone the LBTH Multi Agency Safeguarding Hub (MASH) for a discussion.

Social Inclusion Panel

When an EHA has been completed and a Team Around the Family is in process, the school can refer to the borough's Social Inclusion Panel in support of a co-ordinated and targeted plan to bring about improvement in the child's outcomes.

The DSL will apply the LBTH THSCP levels of need guidance to decide what level of safeguarding response is required as part of the Early Help response. If in doubt about the level of need the DSL will telephone the LBTH Multi Agency Support Team (MAST) for a discussion.

If a child has been receiving Early Help support from the school and other agencies and there is no improvement in the child's outcomes, then the DSL must refer the child to Children's Social Care.

MAST:
020 7364 5006 (Option 3) 020 7364 5601/5606/5358/7796
Child Protection Advice Line
020 7364 3444
If a child has been receiving Early Help support from the school and other agencies and there is no improvement in the child's outcomes, then the DSL must refer the child to Children's Social Care.

<u>Children needing a social worker</u>

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities will share the fact a child has a social worker, and the Designated Safeguarding Lead (DSL) will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).
All staff involved in working with children known to a social worker will be expected to provide all requests for information and ensure appropriate support is put in place as necessary, in line with DSL / agency communication.

Confidentiality and Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

Staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

Staff should never assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Serious Case Reviews have highlighted failures in safeguarding systems in which people did not share information at the earliest opportunity or did not share at all. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

All staff should understand that safeguarding requires a high level of confidentiality. Staff should only discuss concerns with the DSL, Deputy DSL or the headteacher.

Any member of staff can contact children's social care if they are concerned about a child but should inform the DSL as soon as possible that they have done so.

The DSL will seek consent from the pupil if they are not at risk however, if the pupil is prone to further risk, consent will not be obtained for the interest of their wellbeing in order to arrive to a solution as quick as possible.

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, as safeguarding and protecting children provide a legal basis for sharing information.

Information sharing decisions will be recorded, whether or not the decision to share has been taken. Child protection information will be stored securely separate from the pupil's school file. Child protection information is stored and handled in line with the school's Retention and Destruction Policy. Where safeguarding information is stored electronically and online, the school has cybersecurity measures in place, which meets the Department for Education's Cybersecurity Standards, to ensure the data is safe and not vulnerable to evolving cyber-crime.

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, proprietors and DSL should ensure relevant staff have due regard to the data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- Being confident of the processing conditions 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'.
- Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but 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.

- For schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt we will seek independent legal advice.

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, the designated safeguarding lead will 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 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

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". Key points for staff to remember are:

- In an emergency take the action necessary to help the child (including calling 999)
- Report your concern as soon as possible to the DSL, no later than the end of the day
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Complete a child concerns form
- Seek support for yourself if you are distressed.

Below is a general flowchart of procedures regarding Safeguarding concerns:

Child makes a Child Protection Allegation / There is a concern from a child about a peer / There is a concern about a child from a member of staff/You observe a possible concern

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IF DISCLOSURE: Staff member records the concern in the child's own words on CP concerns form or available paper. The record should be CLEAR, PRECISE and FACTUAL. Then report immediately to DSL verbally and through the form submission.
IF RECOGNITION: The staff member reports verbally to the DSL who may request Early help support arrangements internally or through the early help advice line or request the staff to complete a Child Protection Concern Form obtained from staff room and email/hand the form to DSL who will take necessary action.
The form must be completed immediately (same day) after a disclosure has been made.
IF DSL NOT AVAILABLE: If in an exceptional circumstances, the DSL is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the leadership team and/or take advice from local children's social care on 020 7364 3444 (Child Protection Advice Line-CPAL). Therefore, in exceptional circumstances

↓

The DSL interviews the child and decides on appropriate action which may include:
1) MONITOR - Monitor the situation, liase with CPAL regarding this approach
2) DISCUSS – discuss with parents/guardian informally and offer Early Help
3) REFER – refer to Social Care via MASH referral

↓

If REFERRAL MADE: Decisions/actions as follows:

1) No further action required
2) Decision is made upon the threshold of the concern, Early Help, Level 1, Level 2, Level 3,

If there is immediate danger of harm to the child and the DSL is unavailable at the time or not dealing with things appropriately, staff have a statutory duty to report this directly to CPAL or Police if required.

Statutory Duty
1) FGM (Police)
2) HBV

<u>Statutory children's social care assessment services</u>

Concerns about a child's welfare should be referred to local authority children's social care. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.** Referrals should follow the local referral process.

Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow

any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: Contextual Safeguarding.

The online tool Report Child Abuse to Your Local Council directs to the relevant local children's social care contact number.

Children in need (CIN)

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. **Children suffering or likely to suffer significant harm:** 66. Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse and neglect, female genital mutilation, or other so-called 'honour'-based abuse, forced marriage and extra-familial harms like radicalisation and sexual exploitation.

What will the local authority do?

Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

the child requires immediate protection and urgent action is required;

- any services are required by the child and family and what type of services;
- the child is in need and should be assessed under section 17 of the Children Act 1989. Chapter one of Working Together to Safeguard Children provides details of the assessment process;
- there is reasonable cause to suspect the child is suffering or likely to suffersignificant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989. Chapter one of Working Together to Safeguard Children provides details of the assessment process; and
- further specialist assessments are required to help the local authority to decide what further action to take.

The referrer should follow up if this information is not forthcoming. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

In accordance with the Tower Hamlets Threshold Guidance (Appendix D) the DSL will first make contact with the team manager followed by the service manager followed by the divisional director. At every level of escalation there should be discussion and concerted effort to resolve any professional difference.

9. Reporting Procedures for Specific Safeguarding Concerns

9a) Preventing Violent Extremism

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the school's safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to

influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

As part of our policy on addressing radicalisation and extremism, the school is bound by the **Statutory guidance on the Prevent duty 2023 (Updated March 2024), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism. Paragraphs 141-207 pertain to education.**
As a core part of our safeguarding procedures, LIS completes and reviews the Prevent Risk Assessment and Prevent Checklist in line with our Prevent Duty.

Staff are provided with regular training on the Prevent Duty. Pupils also, through the assembly programme and Personal Development curriculum are provided with frequent opportunities to enable pupils to discuss issues of religion, ethnicity and culture, promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education).
In LBTH the Prevent Education Officer is Iona Karrman Bailey: iona.karrman@towerhamlets.gov.uk.
In LBTH all Prevent referrals related to children should be made through the Multi Agency Safeguarding Hub.

Details regarding generally 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 copies 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 Shadique Ghani Prevent Engagement Officer (Youth)	mace.hoque@towerhamlets.gov.uk Tel: 020 7364 6221 shadique.ghani@towerhamlets.gov.uk Tel. 020 7364 1635	To discuss any whole school programmes that are available
Eleanor Knight Prevent Education Officer	Eleanor.Knight@towerhamlets.gov.uk. Tel: 0207 364 2414 Mobile: 07984277158	To arrange curriculum sessions and ideas regarding prevent
Early Help Hub Tanya Rajfield (East Borough) Karen Simpson (West Borough)	020 7364 5006 (Option 2 - 9am-5pm) 020 7364 5006 (Option 3 - 5pm onwards) tanya.rajfield@towerhamlets.gov.uk Tel: 02073643939 karen.simpson@towerhamlets.gov.uk	If your concerned about immediate risk of harm of a child
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.

10. Dealing with Disclosure

All those with a responsibility to safeguard children need to recognise that it takes great courage for a child to share a concern and speak up about any form of abuse especially child sexual abuse.
There are many reasons why children are not able to articulate what they are experiencing. Children may feel embarrassed, humiliated, or are currently being threatened by the perpetrator of abuse. Also, children may not feel ready or know how to tell a trusted adult that they are being abused, exploited, or neglected. They may not even realise that their experiences are harmful.

The barriers preventing a child communicating their concerns may be connected to their vulnerability, disability, sexual orientation, or language. The child's behaviour may be the first sign that a child has experienced harm. Staff will therefore exhibit professional curiosity and understand that a child may be communicating a concern through their actions and behaviours and take a safeguarding approach when responding to behaviours.

Staff need to be aware of and promote the systems in place at the school which enable children to share their concerns and report abuse confidently. Children need to be assured that their concerns will be taken seriously by staff and action will be taken to safeguard and protect them. It is also important that staff determine how best to build safe and trusted relationships with children and young people which facilitates communication and the sharing of concerns.

[KCSIE 2023 Part 2 requires schools to have a Child Protection Policy that refers to the systems in place to facilitate children voicing their concerns and reporting abuse. According to KCSIE these systems need to be accessible, understood by all children and promoted throughout the school. At London Islamic School we have a culture of critical thinking and questioning where students build and feel confident to voice any concerns. Various pastoral activities and extra-curricular activities help build a confidence and relationship between staff and students so that they freely disclose any concerns.

Generally, when a child discloses that they have been or are being abused including exploitation and neglect, they may feel ashamed, especially if the abuse is sexual, and feel frightened lest their abuser finds out they have made a disclosure. The child may have been threatened, they may have lost all trust in adults; or may believe that they are to blame for the abuse. Sometimes the child may not understand that what is happening is abusive.

All staff should reassure victims that they are being taken seriously and that they will be supported and kept safe.
A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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 nor 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 Childrens' 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

- Allow the child to speak freely
- Accept what the child says without passing judgement (however unlikely the disclosure may sound)
- Look directly at the child
- Allow silences
- 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.

11. 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.

12. Reporting Allegations against staff and concerns that do not meet the harm threshold

London Islamic School has its own procedures (consistent with the local authority safeguarding procedures and guidance's) for dealing with safeguarding concerns or allegations against those working in or on behalf of the school in a paid or unpaid capacity, i.e. members of staff, including supply teachers, volunteers and contractors.

- Allegations of harm may indicate that a person who works with children might pose a risk of harm to children if they continue to work in their present position, or in any capacity with children in the school. When an allegation is made against a member of staff including supply staff and volunteers, the school's Managing Allegations Procedures should be followed, and all action taken needs to be in line with KCSIE 2024. Part 4 and the THSCP Supplementary Guidance- Managing Allegations of Abuse against Staff – September 2024
- An allegation is made against a member of staff including supply staff, volunteers, contractors and governors, when an individual has:
  - Behaved in a way that has harmed a child, or may have harmed a child
  - Possibly committed a criminal offence against or related to a child
  - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
  - Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

12.1. Reporting allegations against staff

An allegation may arise from a number of sources, for example, a report from a child, a concern raised by an adult in the school, or a complaint made by a parent. It should be noted that the allegations may relate to the personal or professional life of the member of staff or volunteer. There is presently a heightened concern about cases involving adults working with children having inappropriate relationships with children and cases involving adults accessing/creating/sharing

inappropriate images of and information about children, using ICT, the internet and social media. It needs to be recognised that the definition of an allegation now includes behaviour that has occurred outside of their role in the school/setting, which calls into question the suitability of a member of staff to be working with children. Where it has been reported that a member of staff has behaved in a way outside of the role in the school that indicates they may not be suitable to work with children, then an assessment needs to be done of the transferrable risk to children at the school/setting in consultation with the Local Authority Designated Officer (LADO)

It is in the interests of all parties that allegations are taken seriously and thoroughly considered but also that this is undertaken in a timely manner and delay avoided.

- When it is alleged that a member of staff has physically, sexually, or emotionally harmed a child, then:
  -All staff must be reported to the headteacher directly irrespective of the source, and ensure that it is put in writing, signed and dated
  - On receipt of a report of an allegation, the head teacher will make immediate contact with the Local Authority Designated Officer for an initial discussion. If the allegation concerns the head teacher, then the Chair of Governors shall make contact with the LADO.
  -Where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
  -In the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the designated officer(s) at the local authority
- When an allegation is made against a supply member of staff, the head teacher will be the case manager and take the lead in contacting the LADO.
- When schools receive a report of an allegation relating to an incident that happened when an individual or external organisation was making use of the school premises for activities involving children, the headteacher should seek the advice of the LADO
- All staff should understand their responsibility to report ***all concerns*** about staff conduct which has taken place at the school or outside of the school including online environments, no matter how small or insignificant they might be perceived to be.
- Allegations concerning staff who no longer works at the school, or historical allegations will be reported to the police.
- **LBTH Local Authority Designated Officer (LADO):** Melanie Benzie
- **Email:** Melanie.Benzie@towerhamlets.gov.uk orLADO@towerhamlets.gov.uk
- **Telephone:** 0207364 0677
- A flowchart in relation to the information in this section is on Appendix 6.

12.2 Further information regarding allegations against staff

- Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult in making this decision.
- 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 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.

- 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.
- LIS as an employer understands we have a duty of care to our employees. We ensure we will provide effective support for anyone facing an allegation and provide them with a named contact if they are suspended. Where we are not the employer of an individual we still have responsibility to ensure allegations are dealt with appropriately and that we liaise with relevant parties (this includes supply teachers and volunteers). It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in school 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 the allegation.

12.3 Concerns / allegations that do not meet the harm threshold – referred to for the purposes of this guidance as 'low-level concerns'

- Concerns about staff that do not initially seem to fulfil the allegation criteria set out above are known as 'concerns that do not meet the harm threshold', sometimes called low-level concerns, not because they are insignificant but because they do not initially seem to meet the harm threshold. Staff should report and self-report such concerns in accordance with the school's procedures ; which are found in the school's staff code of conduct. Contact will be made with the LADO for advice and guidance when appropriate as part of the Headteacher's or Chair of Governor's response to the report.
- All staff should understand their responsibility to report ***all concerns*** about staff conduct which has taken place at the school or outside of the school including online environments, no matter how small or insignificant they might be perceived to be.
- Further information about concerns that do not meet the threshold are clear in the staff code of conduct.

12.4 Supply teachers

In the case that there is an allegation against an individual not directly employed by the school, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency'), the school will

- Ensure allegations are dealt with properly.
- Under no circumstances decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

The Governing body will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy him/her to another part of the school, whilst DSL/deputy DSL carries out their investigation.
Agencies will be fully involved and must co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school. They will be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO will address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.
When using an agency, the school will inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

12.5 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 (Including supply 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, they should consider other channels available as set out in the Government's List of Prescribed Bodies and Persons including: The NSPCC Whistleblowing Advice Line 0800 028 0285 which is free & anonymous, more information can be found at nspcc.org.uk/whistleblowing.

13. Additional Measures

13.1 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.

13.2 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.

When a Social Worker, Police Officer or another professional visits the school to meet with a child as part of statutory investigations or other work, the ultimate safeguarding responsibility remains with the school. The school is aware of the need for the child to have an appropriate adult when interviewed by the Police in accordance with the PACE Code C statutory guidance.

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.

13.3 Opportunities to teach safeguarding

Opportunities are taken where children are taught about safeguarding, including online safety and Relationship and sex education. 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 has made Relationships and Sex Education (for all secondary pupils) and Relationship Education (for all pupils in state-funded schools) mandatory from September 2020. The following resources are recommended in KCSIE

- DfE advice for schools: teaching online safety in schools
- UK Council for Internet Safety (UKCIS) guidance: Education for a connected world
- National Crime Agency's CEOP education programme: Thinkuknow
- Public Health England: Rise Above

13.4 E- Safety and online learning

London Islamic School is committed to continuously review its online security procedures to ensure that both staff and pupils can work safely online.

The school is committed to ensuring that Online Safety is a running and interrelated theme throughout its safeguarding arrangements including policy and procedure, the curriculum, staff training and induction, the role of the DSL, and parental engagement

- 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.
- As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies and proprietors keep their children safe online (including when they are online at home) is provided in Annex 11.

13.5 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.
- The safeguarding training at induction and indeed as part of continuous professional development will include Online Safety covering among other things an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring systems in place at the school
- Governors/trustees will be empowered and equipped to provide strategic challenge and gain assurance that effective safeguarding arrangements are in place.
- Governors and trustees will complete the compulsory safeguarding training as part of their induction and to maintain their knowledge through regular safeguarding training and updates.
- Local authorities advice and guidance will be obtained to help schools to develop an appropriate training programme
- Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online safety that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Reporting Restraint

A report/statement is to 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 a serious incident is, 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 and can be found in Appendix 4.

13.6 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 to 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.

13.7 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.

13.8 Extended School and off-site arrangements

Extended school and off-site activities are subject to London Islamic Schools Child Protection and Safeguarding procedures. A risk assessment will take place for all such activities in line with trip / visit procedures by the lead member of staff. All risk assessments will need to be approved by the Headteacher.

Where services or activities are provided separately by another organisation outside of normal school hours, the school will seek assurance that the organisation has effective safeguarding policies and procedures in place. This applies regardless of whether or not the children who attend any of these services or activities are pupils on the school register. The safeguarding standards expected of non-regulated external organisations, are set out in the Department for Education's Keeping Children Safe during community activities, after school-clubs and tuition: non-statutory guidance for providers running out-of-school activities (April 2022). The school will ensure that all safeguarding requirements are set out clearly in the lease, memorandum of understanding or hire agreement with the organisation, as a condition of use and occupation of the school premises; and that failure to comply would lead to the termination of the agreement.

14. 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 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 5006 (Option 3)
Multi Agency Support Team (MAST)	020 7364 5006 (Option 3) 020 7364 5604/5606/5358/7796 MAST@towerhamlets.gov.uk

Police Child Abuse Investigation Team (CAIT)	020 8217 6484 (In emergency dial 999)

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	
Vacant LSCB Safeguarding and Governance Manager	Tel: 020 7364 2063 / 0390 Fax: 020 7364 3548
Victoria Hiney Safeguarding Partnership Coordinator	Victoria.Hiney@towerhamlets.gov.uk

15a. 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-depreciation
- 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 boy talks about his sister that she confided to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman';
- A boy talks about his sister 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 boy talks about his sister about FGM in conversation, for example, he 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 boy says that his sister is from a practising community and has withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent;
- A boy says that his sister is unexpectedly absent from school;
- sections are missing from a girl's Red book; and/or
- A boy says that his sister 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: These factors may be discussed by a boy whose sister is at another school.

- 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.

15b. 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

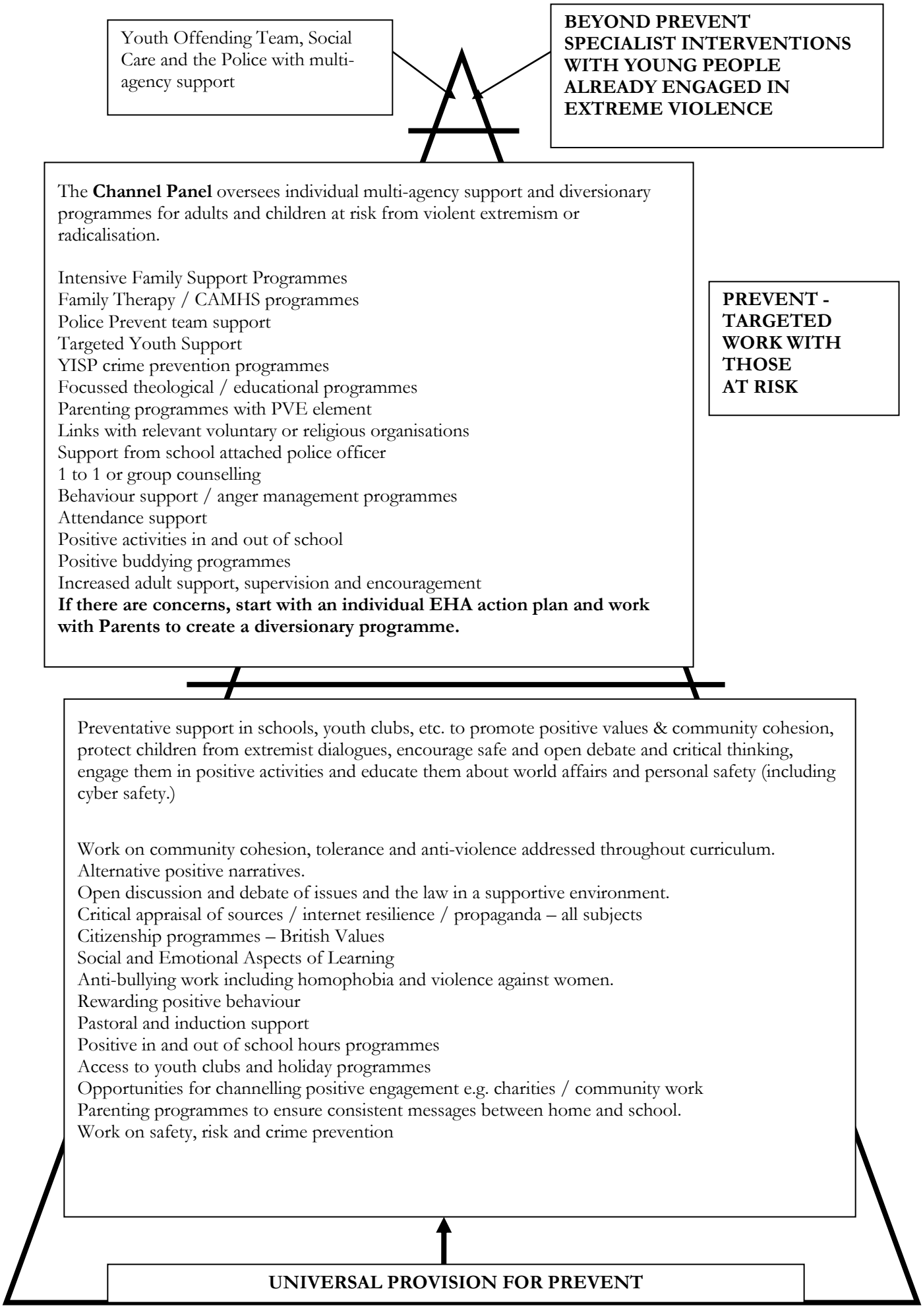
In addition to all the above signs a student may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a student may be suffering harm.

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

15c. Appendix 3: 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 link below provide further official guidance of how the Local Aithority makes judgements. A brief explanation is below for staff to think about when supporting students. https://proceduresonline.com/trixcms/media/1371/guidance-final-th-multi-agency-threshold-v7.pdf

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

Level 1 – Universal Services – All Children receive these services

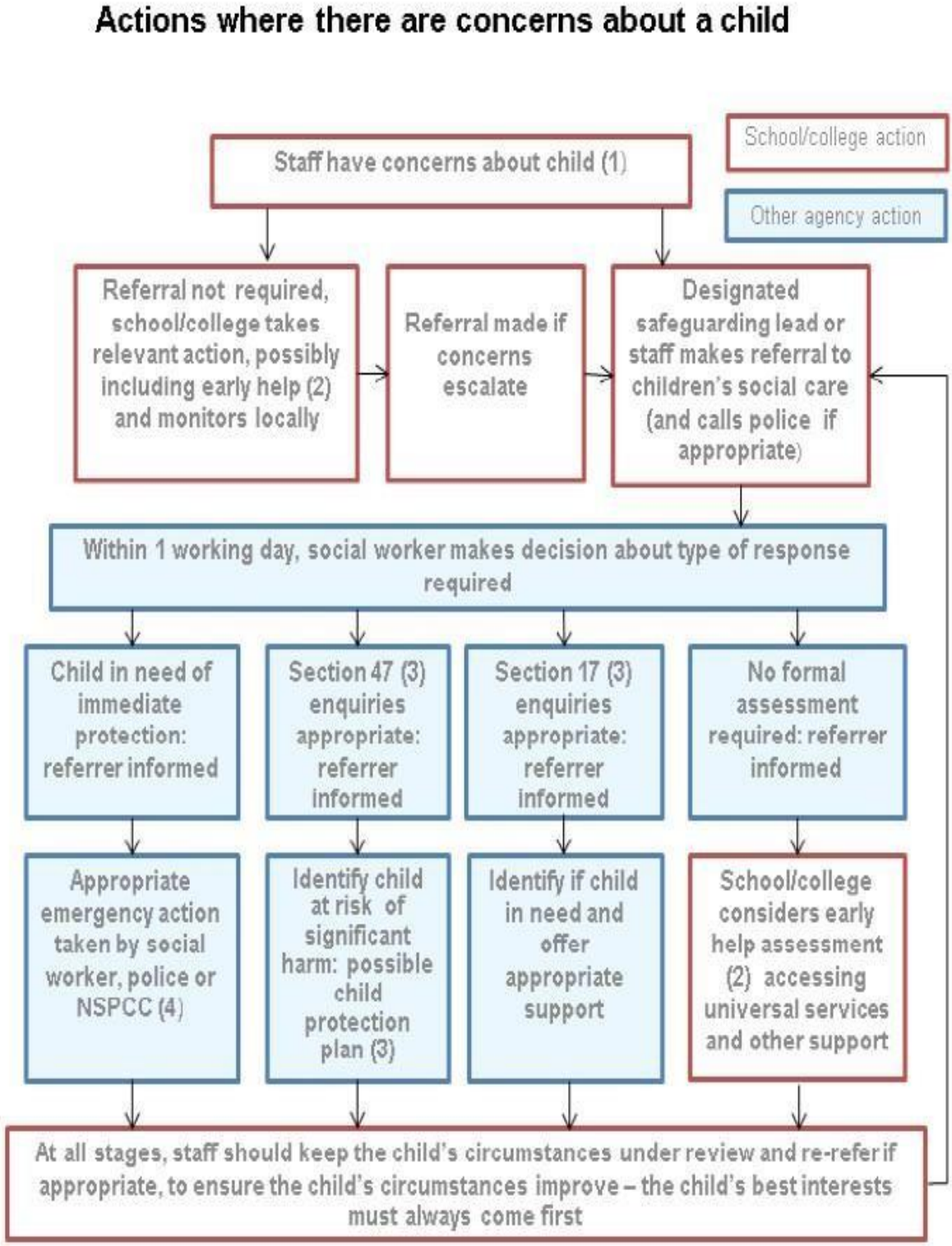
Level 2 – Universal services plus additional support as part of early help/ multiagency intervention, LP, TAF approach

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.

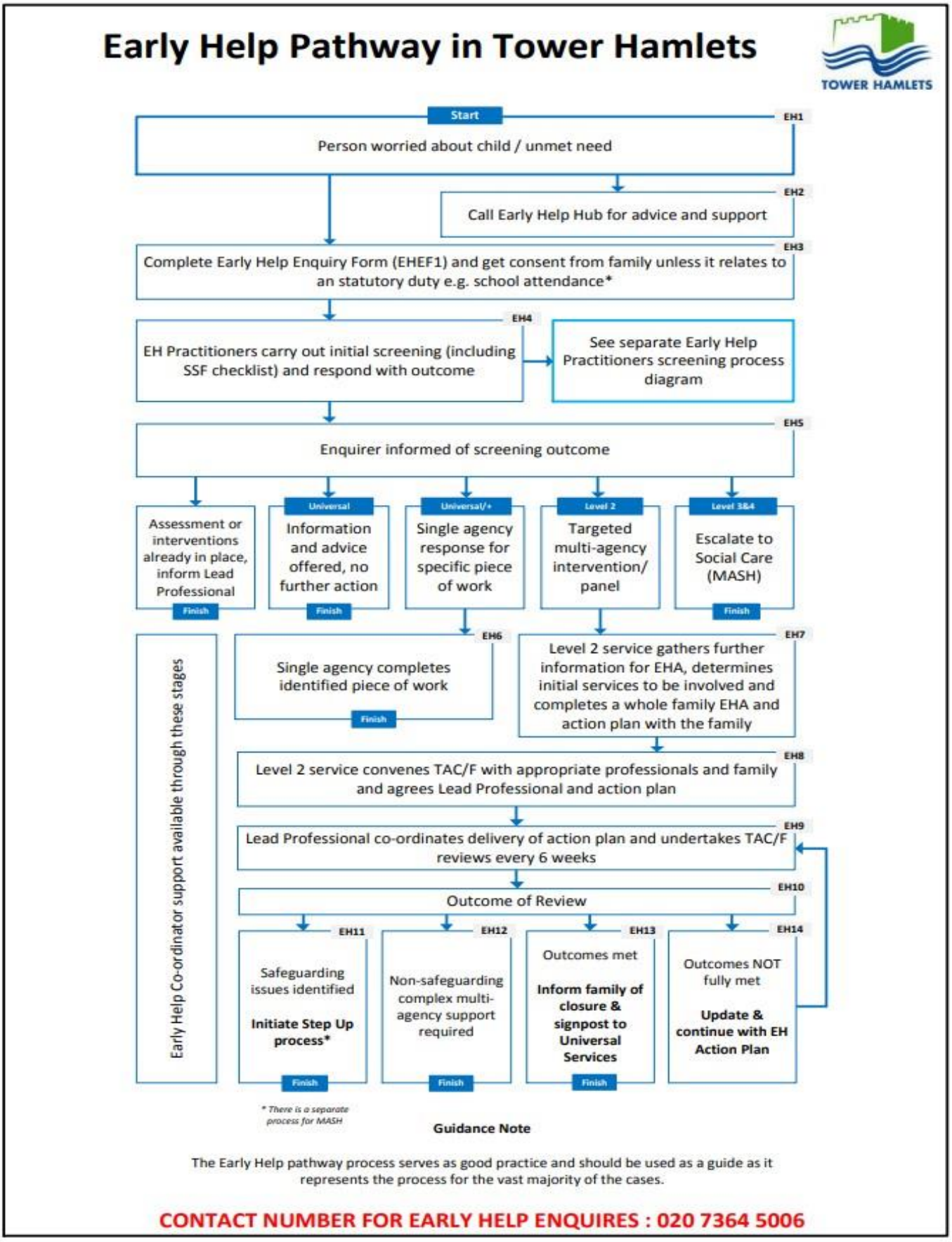
Level 4 – Child Protection Thresholds Met – requires statutory intervention

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 settlings and targeted services. ▪ 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.

15d. Appendix 4: Social care referral pathway flowchart



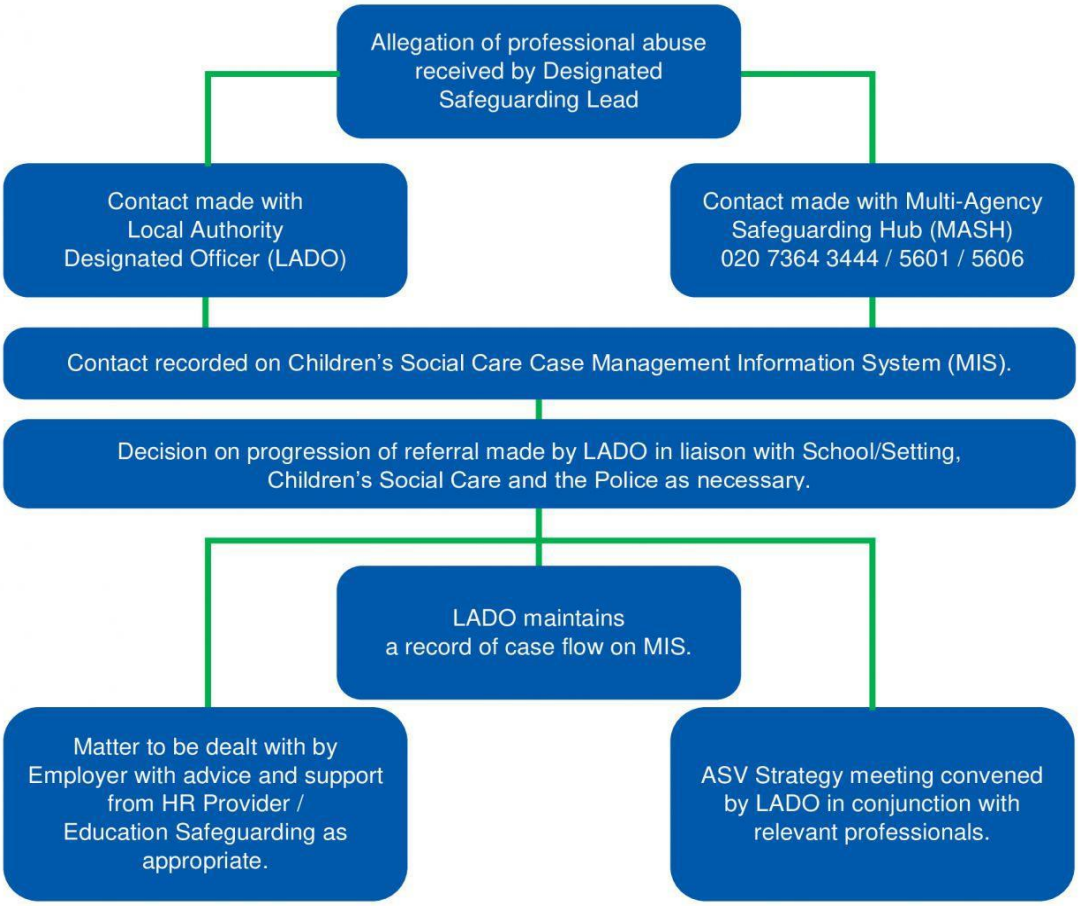
15e. Appendix 5: Early Help Pathway in Tower Hamlets



15f. Appendix 6: Managing allegations against staff and volunteers – Tower Hamlets

TOWER HAMLETS

OVERVIEW OF PROCEDURE FOR MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS WORKING WITH CHILDREN IN SCHOOLS AND EDUCATION SETTINGS



Agencies/Persons invited to a multi-agency ASV meeting if appropriate can include:	
Alleged Perpetrator: Tower Hamlets employees	Alleged Perpetrator: Others
• LADO • Education Safeguarding • Police • HR Provider • Service Manager/Employer • School Chair of Governors / Setting Manager • Named Senior Officer (Christine McInnes)	• LADO • Education Safeguarding • Police • Muslim Children's Safeguarded Co-ordinator • Service Manager/Employer • Chair of Governors/ Management Committee • HR Provider

15g. Appendix 7: 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)

_____

_____

_____

_____

_____

_____

What the child said - (Let the child speak without interruption or prompting, try to record exactly what the student said and using the student's vocabulary even if the meaning is unclear, this includes if a student repeats a statement or information)

What you said - (If/when the child has finished talking, use a non leading approach and record any verbal and non-verbal responses you did during the interview and where in the script)

In 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, however during the report, the above guidance should be followed.

Action taken/Advice from Designated Safeguarding Lead/Deputy/Headteacher/Governor

Reported to Designated Safeguarding Lead? YES/ NO

Name of Officer_____

Date incident reported_____

Time incident reported_____

Details of advice received_____

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_____

_____

_____

_____

_____

_____

_____

_____

Other
Reported to which other organisation?

Attendance Officer	Children's Service	Targeted Youth	Parents	Other (Please Specify)
☐	☐	☐	☐	☐

Person reported to_____

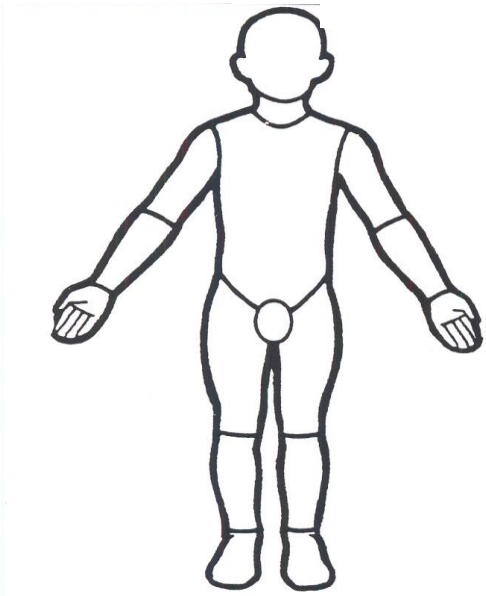
Date incident reported_____

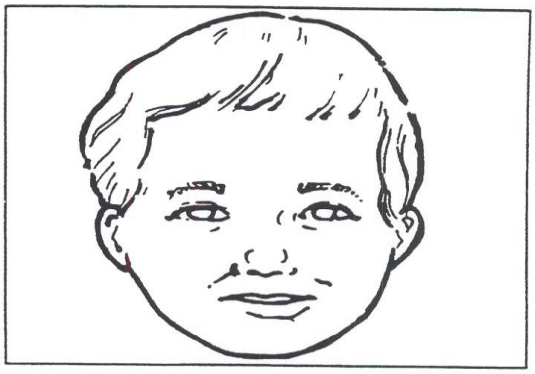
Time incident reported_____

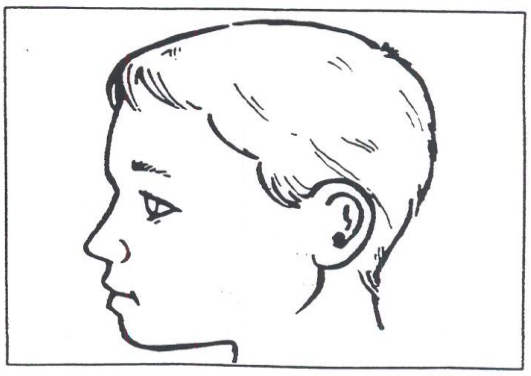
Details of advice received_____

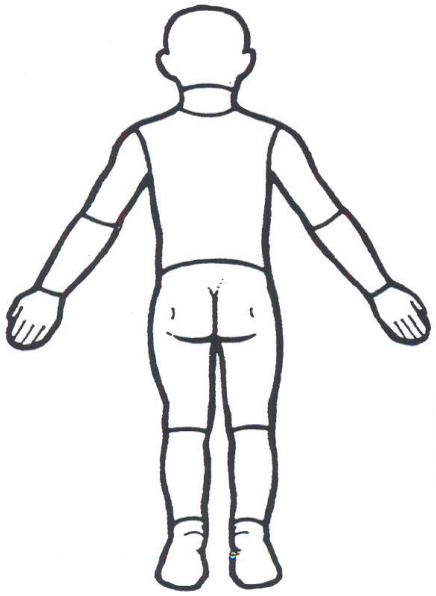
Body Map (If Required)

Older Child









Signature of Staff interviewer:
Name of Interviewer: **Date:**

Signature of DSL interviewer:
Name of Interviewer: **Date:**

15h. Appendix 8: 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.

Multi Agency Support Team (MAST) Request for Support Form

If you are concerned about a child or family, use this form to get support from the team at Tower Hamlets Council and our partners.

You can expect feedback within 24 to 48 hours upon submission of this referral form. We are dedicated to actively collaborating with you and other relevant services to guarantee every child receives the necessary support.
**Please indicate the relevant option by placing a tick in the corresponding box.*

Agency
We work with several agencies and partner organisations in Tower Hamlets.

Do you work for an agency or partner organisation?

Yes		**No**	

Anonymous reporting
If you are not working for an urgency or partner organisation, do you want to make this referral anonymously? If you are reporting anonymously, by reporting this anonymously we will not be able to email you conformation of the report and will not be able to let you know about the outcome.

Yes		**No**	

Consent
If a child is giving consent, they must be over 16.
Someone with parental responsibility is an adult who is a biological parent or an adult that has a court order to care and make decisions about the welfare of the child daily

Child over 16		Someone with parental responsibility		Neither	

If you have selected 'Neither,' Consent should be given by the child or family before making a referral, unless the child is at risk of immediate significant harm.

Is the child at risk of immediate significant harm?

Yes		**No**	

What's your name (if you are not reporting anonymously)?

What is your first name?	
What is your last name?	

Referrer's agency

What agency do you work for?

Name and Details	

What is your role at your Organisation/ Institute?

What is your phone number?

What is your email address?

Child's name

What is the child's first name?	
What is the child's last name?	

Date of Birth

Do you know the date of birth of the child?	**Yes**		**No**	

Date of Birth or expected date of birth.	**Day**		**Month**		**Year**	
Sex at Birth	**Male**		**Female**		**Not Known**	

Child's ethnicity What is child's ethnic group?

Choose from the following: English, Welsh, Scottish, Northern Irish, British, Irish, Gypsy or Irish Traveler, Roma, Any other White background, White and Black Caribbean, White and Black African, White and Asian, Any other Mixed or Multiple background, Bangladeshi, Pakistani, Indian, Chinese, Any other Asian background, Caribbean, Somali, Other African, Any other Black, Black British or Caribbean background, Arab, Other, Prefer not to say, Don't know.

Child's religion
What is the religion of the Child?

Choose from the following: Christian, Muslim, Hindu, Buddhist, Sikh, Prefer Not to say, Don't Know, No Religion, Other.

Does the child have a disability or special educational need?

Yes		**No**		**Don't Know**	

Child's Education

Is Child being educated?

Yes, at School	
Home schooled	
Not in education	
Don't know	

Name of the School:

Child's Address

Do you know the child's address?	**Yes**		**No**	

If 'Yes', provide the following	
Postcode	
Address	

Child's first Language

Choose from the Following: Don't know, English, British Sign Language, Bengali, Italian, Spanish, French, Portuguese, Chinese, Polish, Romanian, Greek, Russian, Arabic, Somali, German, Turkish, Other (Please Mention)

Sign language

We are able to offer a British Sign Language interpreter to anyone who needs it.

Does Child need a British Sign Language interpreter?	**Yes**		**No**		**Don't Know**	

Child's immigration status

What is child's immigration status?

British or Irish citizen, habitually resident in UK, Ireland, Channel Islands, or Isle of Man, or deported from another country	
EEA citizen residing in the UK prior to 31 December 2020: worker	
EEA citizen residing in the UK prior to 31 December 2020: self-employed	
EEA citizen residing in the UK prior to 31 December 2020: settled status	
EEA citizen residing in the UK prior to 31 December 2020: other	
EEA citizen residing in the UK prior to 31 December 2020: A family member of one of the above groups	
Non-UK: Granted refugee status	
Non-UK: Exceptional Leave to Remain	
Non-UK: Indefinite Leave to Remain	
Non-UK: Limited Leave to Remain	

Non-UK: Other protection (e.g. humanitarian, discretionary, family of Northern Ireland and stateless persons under Immigration rules)	
Don't know	

Is child a young carer?	**Yes**		**No**		**Don't Know**	

What is child's NHS number? (Optional)	
What is child's unique pupil number? (Optional)	

Has child or their family ever been the subject of a Children Social Care assessment?

Yes		**No**		**Don't know**	

Is there a Private Fostering agreement for child?

Yes		**No**		**Don't know**	

Are there any other children in the household?

Yes		**No**		**Don't know**	

Number of other children	
How many other children are there in the household?	

Other children's information

Child's first name	
Child's last name	

Is there a Private Fostering agreement for Child	**Yes**		**No**		**Don't know**	
Do you know Child's date of birth?	**Yes**		**No**			

Date of Birth	**DD**		**MM**		**YYYY**	
Child's Sex	**Male**		**Female**		**Don't know**	

What is Child's ethnic group?	
What is Child's religion?	

Does Child have a disability or special educational need?	**Yes**		**No**		**Don't Know**	

Is Child being educated?

Yes, at School	
Home Schooled	
Not in Education	
Who provides education for Child?	

Has Child previously been referred to Children's Services?	**Yes**		**No**		**Don't Know**	

What is Child's first language?	

Does Child need an interpreter to translate for them?	**Yes**		**No**		**Don't Know**	
Does Child need a British Sign Language interpreter?	**Yes**		**No**		**Don't Know**	

What is Child's immigration status?	
What is Child's NHS number? (Optional)	
What is Child's unique pupil number? (Optional)	

Principal carer's details

Do you know child's principal carer's information?	Yes		No	

Principal/main carer
The person who has most parenting time with child

Principal carer's first name	
Principal carer's last name	
Principal carer's relationship What is Principal carer's relationship to child	

Parent	
Guardian	
Carer	
Other Family Member	
Other	

Principal carer's sex

Male		Female		Not Known	

Do you know the principal carer's date of birth?	Yes		No	

Principal carer's date of birth	DD		MM		YYYY	

Principal carer's ethnicity

Choose from the following: English, Welsh, Scottish, Northern Irish, British, Irish, Gypsy or Irish Traveler, Roma, Any other White background, White and Black Caribbean, White and Black African, White and Asian, Any other Mixed or Multiple background, Bangladeshi, Pakistani, Indian, Chinese, Any other Asian background, Caribbean, Somali, Other African, Any other Black, Black British or Caribbean background, Arab, Other, Prefer not to say, Don't know.

Principal carer's first language

Don't know, English, British Sign Language, Bengali, Italian, Spanish, French, Portuguese, Chinese, Polish, Romanian, Greek, Russian, Arabic, Somali, German, Turkish, Other (Please Mention)

Principal carer's contact number

Principal carer's sign language

Does Principal carer need a British Sign Language interpreter?

Yes		**No**		**Don't know**	

Does child have another parent, guardian or carer in their household?

Yes		**No**		**Don't know**	

If the child has another parent, guardian or carer in their household, do you know the other parent, guardian or carer's details?

Yes		**No**	

If 'Yes', please fill the following details

Other parent, guardian, or carer details	
Other parent's first name	
Other parent's last name	
Relationship to the child and contact number	
Parent	
Guardian	
Carer	
Other family member	
Ethnic group	

Are there any other significant people in child's life. Other significant people in the child's life, this might be grandparents, aunts, uncles, or other family members.

Yes		No		Don't know	

If the child has any other significant people in child's life, details of the person.

What is this person's first name?	
What is this person's last name?	
What is the relationship to child	
Parent	
Guardian	
Carer	
Other family member	
Other (Please mention)	

Has anyone in the household ever had a Child Protection Plan?

Yes		**No**		**Don't know**	

If anyone in the household ever had a Child Protection Plan, please provide details of the person with a Child Protection Plan, dates and all relevant information.

Has anyone in the household ever been looked after by a local authority?

Yes		**No**		**Don't know**	

Child looked after by a local authority details

Please provide details of name of person being looked after, dates and all relevant information

Child in need

Under Section 17 Children Act 1989, a child is considered "in need" if:

- They are unlikely to achieve or maintain a reasonable standard of health or development without services from the Local Authority.
- Their health or development is likely to be significantly impaired without such services.
- They have a disability, which includes conditions like blindness, hearing impairments, mental disorders, and permanent illnesses or congenital deformities

Has anyone in the household ever been a 'child in need'?

Yes		**No**		**Don't know**	

Child in need details

Which children are or were considered to be a 'child in need? Please tell us the name of the child, the dates they were in need and any other relevant information.

Early help

'Early help' describes any service that supports children and families as soon as problems emerge.

Has anyone in the household ever received support from Early Help?

Yes		**No**		**Don't know**	

Early help details

Which children are or were receiving 'early help? Please tell us the name of the child, the dates they were receiving early help and any other relevant information.

Are any other agencies or professionals working with the family?

Yes		**No**		**Don't know**	

If 'Yes', please provide the following

What is the name of the professional working with the family?

What is the role of the professional working with the family?
What is the name of the agency or organisation working with the family?
What is the contact email address for this agency or organisation?
What is the contact phone number for this agency or organisation?

Level of need

More information on level of need: [The Four Levels of Need]

Level 1: No Additional Needs	
Level 2: Early Help	
Level 3: Children with Complex Multiple Needs	
Level 4: Children in Acute Need	
Don't know	

Family strengths

What is currently working well for the child and family? Share positive aspects or abilities within the family that can be further supported.

Worry

What are you most worried about?

Describe your concerns for the family or any issues that require assistance or support

Further information

Please provide us with any further information about the child's development and any other presenting issues.

Current situation

How safe do you think child is? On a scale of 0 to 10 where 0 means the child is at risk of harm and 10 means the child is safe.
0 1 2 3 4 5 6 7 8 9 10 Please tell us how you reached this score?

Action

Please tell us if any action has taken place to help the family resolve the difficulties, they are experiencing

Supporting documents
Do you have any relevant supporting documents, like assessments or the latest review that you would like to upload?
(Attach and submit the files)