

Hafs Academy

Safeguarding & Child Protection Policy

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on 05/01/18.

It is due for review on 05/01/19

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1. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the Safer Recruitment Policy, Behaviour Policy, Physical Intervention Policy, Anti-Bullying Policy, Mobile Phone Usage Policy and Keeping Children Safe in Education September 2016, working together to safeguard children 2015.

Purpose of a Child Protection Policy	To inform staff, parents, careers, volunteers and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.
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School Staff & Volunteers	School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children. All school staff will receive appropriate safeguarding children training (which is updated regularly), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. It is good practice for the Designated Safeguarding Lead' to deliver an annual update. Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead'.
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In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Senior Person. -including Child Protection Policy and staff behaviour policy (code of conduct)

Mission Statement

Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.

Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and wellbeing of a child.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.

Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected

Include opportunities in the PSHEE, ICT & Citizenship curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Contribute to the five outcomes which are key to children's wellbeing:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child

The Islamic Context

The model for human behaviour and interaction has been given to us by Islam and the Prophet Muhammad (peace be upon him).

In the Qur'an (the holy book in Islam) the Almighty Lord has stated: **"The (faithful) servants of the Beneficent are those who walk upon the earth modestly."** (Al Furqaan 25:63).

The following are some of the Hadeeth (narrations) of the Prophet (PBUH):

"(On the Day of Resurrection) there will be nothing heavier in the scale than good character (and polite manners)."

"I have been sent (by the Lord, as a Messenger) for the perfection of human conduct."

"The true believer is one from whom people are safe with their lives and wealth."

"He is not from amongst us who doesn't show respect to his elders and does not show affection towards his youngsters."

"Show mercy (be kind) to those on earth and He who is in the heavens will have mercy upon you.

Implementation, Monitoring and Review of the Child Protection Policy

The policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Safeguarding Lead'.

2. STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002(section 175)
- Local Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures(Electronic)
- Safeguarding Children and Safer Recruitment in Education (DfES 2006)
- Working Together to Safeguard Children (DfE March 2015)
- Keeping Children Safe in Education September 2016
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)

Working Together to Safeguard Children (DfE March 2015) requires all schools to follow the procedures for protecting children from abuse which are established by the Local Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Keeping Children Safe in Education (DfE Sept 2016) places the following responsibilities on all schools:

- Schools should be aware of and follow the procedures established by the Local Safeguarding Children Board (LSCB)
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- A Designated Safeguarding Lead'.(referred to in 'Keeping Children Safe in Education (DFE, September 2016)as Designated Safeguarding Officer') should have responsibility for co-ordinating action within the school and liaising with other agencies
- Staff with the designated safeguarding lead should undergo updated child protection training every two years

Keeping Children Safe in Education (DfE Sept 2016) also states:

Governing bodies and proprietors should ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct) which should amongst other things include, staff /pupils relationships and communications including the use of social media. Both should be provided to all staff – including temporary staff and volunteers – on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by LSCB, be updated annually, and be available publicly either via the school or college website or by other means.

3. THE DESIGNATED SAFEGUARDING LEAD'.(referred to in 'Keeping Children Safe in Education (DFE, Sept 2016)as Designated Safeguarding Lead')

Governing body and the proprietor have ensured that the Senior Leadership Team and Middle Management Team that have responsibility for child protection. Both have status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

Hafs Academy ensures that during term time the designated safeguarding lead and or a deputy will always be available during school hours for staff in the school to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities.

All staff have mobile phones details of the Designated Lead and the Deputy

The Designated Safeguarding Lead'. For Child Protection in this school is:

NAME: Jamil Ahmed

A Deputy DSL should be appointed to act in the absence/unavailability of the DSL.

The Deputy Designated Safeguarding Lead' in this school is:

NAME: Irfan Quyum

It is the role of the Designated Safeguarding Lead' to:

- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- Liaise with the Director of Education or Principal to inform him/ her of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and

safeguarding and when deciding whether to make a referral by liaising with relevant agencies

- Ensure that he/she receives refresher training at two yearly intervals to keep his or her knowledge and skills up to date
- Ensure that the SMT and all staff members receive appropriate child protection training which is regularly updated.
- Ensure that new staff receive a safeguarding children induction within 7 working days of commencement of their contract
- Ensure that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children within 7 working days of their commencement of work.
- Ensure that the school operates within the legislative framework and recommended guidance
- Ensure that all staff and volunteers are aware of the Child Protection and Safeguarding Children Procedures and any other relevant local guidance e.g. safe drop off/collection of children guidance.
- Ensure that the Director of Education is kept fully informed of any concerns
- Develop effective working relationships with other agencies and services
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an assessment under the Common Assessment Framework (CAF) or refer to Children, Schools and Families social care.
- Liaise and work with Children's Services: Safeguarding and Specialist Services over suspected cases of child abuse
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision
- Submit reports to, ensure the school's attendance at child protection conferences and contribute to decision making and delivery of actions planned to safeguard the child
- Ensure that the school effectively monitors children about whom there are concerns, including notifying Children's Services: Safeguarding and Specialist Services when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan
- Provide guidance to parents, children and staff about obtaining suitable support

- Discuss with new parents the role of the DSP and the role of safeguarding in the school. Make parents aware of the safeguarding procedures used and how to access the child protection policy.

Training

The Designated Senior Person should undergo formal training every two years. However The DSP should also undertake Prevent awareness training In addition to this training, their knowledge and skills should be refreshed(for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments) at least annually to:

1. 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
2. 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.
3. Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff.
4. Be alert to the specific needs of children in need, those with special educational needs and young carers.
5. Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
6. Be able to keep detailed, accurate, secure written records of concerns and referrals.
7. Obtain access to resources and attend any relevant or refresher training courses.
8. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

All Staff :

- should receive safeguarding training (including online safety) that is regularly updated but at least annually.
- Should receive safeguarding training (including online safety) at induction.
- Should receive safeguarding and child protection updates (for example via email, e-bulletins and staff meetings) as required but at least annually.
- Should receive training on harmful behaviour linked to safeguarding issues that can children in danger (i.e. drug taking, alcohol abuse, truanting and sexting).
- Should receive training on peer on peer abuse (including online peer on peer abuse such as cyberbullying and sexting) and be clear as to the school's policy and procedures with regards to peer on peer abuse)
- Should receive training on 'sexting' to ensure that all members of staff know how to respond to sexting concerns appropriately and in line with the school policy. Staff should also be made aware how to identify concerning behaviours which may be linked to sexting.

- Will receive mental health and well-being training.

Raising Awareness

- The designated safeguarding person should ensure the school's policies are known, understood and used appropriately.
- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing body or proprietor regarding this.
- Ensure the safeguarding and 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.
- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file. Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.

4. THE GOVERNING BODY

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated governor for child protection is appointed to take lead responsibility.

The nominated governor for child protection is:

NAME Muhammad Najmul Alam

In particular the Governing Body must ensure:

- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy is in place, together with a staff behaviour policy
- Ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2016) – Appendix 1 and are aware of specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding
- Child protection policy and procedures are in place
- Safe recruitment procedures are in place

- Appointment of a DSL who is a senior member of school leadership team
- Relevant safeguarding children training for school staff is provided
- Effective management of any allegations
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- A member of the Governing Body (usually the Chair) is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the SMT
- Safeguarding policies and procedures are reviewed annually
- Ensuring that all of the Designated Senior Persons (including deputies) should undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments)
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in an age appropriate way
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- Additional information to support governing body and proprietor is provided in Annex C of **Keeping Children Safe in Education(DFE 2016)**- available from the school for hard copies

5. SCHOOL PROCEDURES - STAFF RESPONSIBILITIES

If any member of staff is concerned about a child he or she must inform the Designated Safeguarding Lead.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations

The Designated Safeguarding Lead 'will decide whether the concerns should be referred to Children's Services: LADO. If it is decided to make a referral to Children's Services: Safeguarding and LADO this will be discussed with the parents, unless to do so would place the child at further risk of harm.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead' will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead' at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Safeguarding Lead' is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare.

Any person who works with children, staff have a duty to refer safeguarding concerns to the Designated Safeguarding Lead' for child protection issues.

However if:

- concerns are not taken seriously by the organisation or
- action to safeguard the child is not taken by professionals and
- the child is considered to be at continuing risk of harm

Then Staff should speak to a DSL in their school or contact LOCAL Children's Services (LADO) (including out of hours) SEE BELOW

Child Protection

For Child Protection Procedures Jamil Ahmed or Irfan Qayum must be notified immediately, if any member of Staff suspects that a child is suffering or likely to suffer from significant harm, from the following:

Physical Abuse; Sexual Abuse; Emotional Abuse or Neglect.

Staff from whom further advice maybe sought:

- Director of Education: Jamil Ahmed

To refer a child protection concern within Newham Safeguarding children is everyone's responsibility. As an employee you have an individual duty under the Children Act 1989 and Children Act 2004 to act if you are concerned about the welfare of a child or children. This may be a child you either work directly with, are informed about or who you come across in the course of your work activities. Outside of your work role you have a public duty to act to safeguard a child or children if you are concerned about their welfare. As an employee you need to be aware of the following definitions regarding statutory requirements for intervention:

Children in need

A child is defined as being „in need“ if:- „he/she is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority... his health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services he is disabled (Children Act 1989 sect. 17) Health staff have a duty to notify Children's Social Care of any child/children they deem to be children in need. Children who are suffering or are likely to suffer significant harm A child is defined as being in need of protection if: „there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm“ (Children Act 1989 sect. 47).

The definition of significant harm was amended under the Child Adoption Act 2002 to include: impairment suffered from seeing or hearing the ill treatment of another“ (Adoption and Children Act 2002 sect. 120) where there are clear allegations, evidence, or strong suspicion of abuse, there must be NO DELAY in making a referral to Children's Social Care. When making a referral as a health employee you will be required to specify your role and your work relationship with the child you are concerned about along with the detail of your concern.

Newham:

If your concern stems from activity within the London Borough of Newham and you believe the subject of your concern is a Newham resident you should make your referral to the

**Before making a referral contact 0203 373 4107
Safeguarding Assessment Team 0203373 4600,
Hospital Social Work Team 020 3373 7126,
Emergency Duty Team (out of hours) 0208 430 2000,
Local Police (Met switchboard - 101 or in an emergency 999)**

**Mary Jacob
Quality Assurance Manager (Child Protection)/Operational LADO
020 3373 1462 mobile 07766 071941**

If you are unsure what to do regarding your concern, you can seek advice from either Anne Morgan Nurse Consultant for Vulnerable Children; anne.morgan@elc.nhs.uk or Tel: 07866 501620 or Dr Meng Tan 020 8250 7333 or 07811 129289.

If you need advice out of hours then contact the NUHT switch board Tel: 0207 476 4000 and ask for the on call child protection advice contact. Concerns about children identified out of work contexts:

If your concern about a child stems from a non-work related activity i.e. in the neighbourhood where you live you can make an anonymous referral to your Local

Authority Children's Social Care department, contact the Police Tel: 999 or the NSPCC Tel: 0808 800 5000, however wherever possible it is better to give your name.

Always encourage the discussion with parents if appropriate.

6. WHEN TO BE CONCERNED

A child centred and coordinated approach to safeguarding:

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals 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.

Schools and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times..

Children who may require early help

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Person any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

- **Children with a disability and/or specific additional needs.**
- **Children with special educational needs.**
- **Children who are acting as a young carer.**
- **Children who are showing signs of engaging in anti-social or criminal behaviour.**
- **Children whose family circumstances present challenges, such as**
- **substance abuse, adult mental health or learning disability, domestic violence**
- **Children who are showing early signs of abuse and/or neglect.**

Staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

See Appendix 1 for information on indicators of abuse and for specific safeguarding issues.

Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties.
- Reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

Peer on peer abuse

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
 - whether the perpetrator has repeatedly tried to harm one or more other children;
- or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Hafs Academy recommends staff to use The Sexual Behaviours Traffic Light Tool by the

Brook Advisory Service in Ilford to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at in the link below
[www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool.](http://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool)

Guidance on responding to and managing sexting incidents can be found at in the staff handbook. All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- FGM –Female Genital Mutilation
- Extremism

All staff and volunteers should be concerned about a child if he presents with indicators of possible significant harm –

see Appendix 1 for details.

SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum, Our school works with and engages our families and communities to talk about such issues,

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Lead knows where to seek and get advice as necessary.

Our school brings in experts and uses specialist material to support the work we do. Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development
(full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM,

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Hafs Academy values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Hafs Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

The School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movement

PREVENTING VIOLENT EXTREMISM -

ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for the school is **Jamil Ahmed (also DSL)** who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Hafs Academy in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RS curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of

different faiths and beliefs;

- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable pupils into the **Metropolitan Counter-Terrorism Unit**.
- Attending meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the **Terrorism Unit**; and
- Sharing any relevant additional information in a timely manner.

Metropolitan Counter-Terrorism Unit and its aims:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix 1 for details**.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness

- Appear wary of adults and display 'frozen watchfulness'

7. DEALING WITH A DISCLOSURE

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children's Services: Safeguarding and Specialist Services
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Safeguarding Lead' without delay

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

8. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other

professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).

- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

9. COMMUNICATION WITH PARENTS

Hafs Academy will:

- Ensure the Child Protection Policy is available publicly either via the school website or by other means.
- Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:
 - The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
 - Leading to an unreasonable delay;
 - Leading to the risk of loss of evidential material;
(The school may also consider not informing parent(s) where it would place a member of staff at risk).
- Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

Undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the child at further risk of harm.

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

10. RECORD KEEPING

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation. Use the school record of concern sheet wherever possible. (**SEE APPENDIX 5**)
- Not to destroy the original notes in case they are needed by a court

- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Safeguarding Lead' promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead' will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.

11. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child, the member of staff/volunteer has contact within their personal, professional or community life.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in this policy, school code of conduct or Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Director of Education.

If the concerns are about the Principal or any of the directors, then the Chair of Governors should be contacted. The Chair of Governors in this school is:

NAME: CONTACT NUMBER:

Mujibur Rahman **07956 491039**

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

NAME: CONTACT NUMBER:

Mujahid Ali **07984 183892**

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Director of Education will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

Children's Services – 020 3373 4600. (8:30am and 5:00pm, Monday to Friday)
Out of hours – Emergency Duty Team: 020 8430 2000.

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with the local Newham Safeguarding Children's Board.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures. **See appendix 4**

The Director of Education should, as soon as possible, following briefing from the Local Authority Designated Officer inform the subject of the allegation.

APPENDIX 1 - INDICATORS OF HARM

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 also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators in the child

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechiae/hemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carer being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out, but there will be splash marks

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

Refusal to discuss injuries

Admission of punishment which appears excessive

Fear of parents being contacted and fear of returning home

Withdrawal from physical contact

Arms and legs kept covered in hot weather

Fear of medical help

Aggression towards others

Frequently absent from school

An explanation which is inconsistent with an injury

Several different explanations provided for an injury

Indicators in the parent

May have injuries themselves that suggest domestic violence

Not seeking medical help/unexplained delay in seeking treatment

Reluctant to give information or mention previous injuries

Absent without good reason when their child is presented for treatment

Disinterested or undisturbed by accident or injury
 Aggressive towards child or others
 Unauthorised attempts to administer medication
 Tries to draw the child into their own illness.
 Past history of childhood abuse, self-harm, or false allegations of physical or sexual assault
 Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
 Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
 May appear unusually concerned about the results of investigations which may indicate physical illness in the child
 Wider parenting difficulties may (or may not) be associated with this form of abuse.
 Parent/carer has convictions for violent crimes.

Indicators in the family/environment

Marginalised or isolated by the community
 History of mental health, alcohol or drug misuse or domestic violence
 History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
 Past history of childhood abuse, self-harm, or false allegations of physical or sexual assault or a culture of physical chastisement.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment 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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in

danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the child

Developmental delay

Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment

Aggressive behaviour towards others

Child scapegoated within the family

Frozen watchfulness, particularly in pre-school children

Low self-esteem and lack of confidence

Withdrawn or seen as a 'loner' - difficulty relating to others

Over-reaction to mistakes

Fear of new situations

Inappropriate emotional responses to painful situations

Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)

Self-harm

Fear of parents being contacted

Extremes of passivity or aggression

Drug/solvent abuse

Chronic running away

Compulsive stealing

Low self-esteem

Air of detachment – 'don't care' attitude

Social isolation – does not join in and has few friends

Depression, withdrawal

Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention

Low self-esteem, lack of confidence, fearful, distressed, anxious

Poor peer relationships including withdrawn or isolated behaviour

Indicators in the parent

Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.

Abnormal attachment to child e.g. overly anxious or disinterest in the child.

Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.

Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators of in the family/environment

Lack of support from family or social network.
Marginalised or isolated by the community.
History of mental health, alcohol or drug misuse or domestic violence.
History of unexplained death, illness or multiple surgeries in parents and/or siblings of the family
Past history of childhood abuse, self-harm, or false allegations of physical or sexual assault or a culture of physical chastisement.

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. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- ***provide adequate food, clothing and shelter (including exclusion from home or abandonment);***
- ***protect a child from physical and emotional harm or danger;***
- ***ensure adequate supervision (including the use of inadequate care-givers); or***
- ***Ensure access to appropriate medical care or treatment.***

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in the child

Physical presentation

Failure to thrive or, in older children, short stature

Underweight

Frequent hunger

Dirty, unkempt condition

Inadequately clothed, clothing in a poor state of repair

Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold

Swollen limbs with sores that are slow to heal, usually associated with cold injury

Abnormal voracious appetite

Dry, sparse hair

Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/diarrhoea

Unmanaged / untreated health / medical conditions including poor dental health

Frequent accidents or injuries

Development

General delay, especially speech and language delay

Inadequate social skills and poor socialization

Emotional/behavioral indications

Attachment disorders

Absence of normal social responsiveness

Indiscriminate behaviour in relationships with adults

Emotionally needy

Compulsive stealing

Constant tiredness

Frequently absent or late at school

Poor self esteem

Destructive tendencies

Thrives away from home environment

Aggressive and impulsive behaviour

Disturbed peer relationships

Self-harming behaviour

Indicators in the parent

Dirty, unkempt presentation

Inadequately clothed

Inadequate social skills and poor socialisation

Abnormal attachment to the child e.g. anxious

Low self-esteem and lack of confidence

Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, and hygiene

Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy

Child left with adults who are intoxicated or violent

Child abandoned or left alone for excessive periods

Wider parenting difficulties may (or may not) be associated with this form of abuse

Indicators in the family/environment

History of neglect in the family

Family marginalised or isolated by the community.

Family has history of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Family has a past history of childhood abuse, self-harm, or false allegations of physical or sexual assault or a culture of physical chastisement.

Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating

Lack of opportunities for child to play and learn

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the child

Physical indicators

Urinary infections, bleeding or soreness in the genital or anal areas

Recurrent pain on passing urine or faeces

Blood on underclothes

Sexually transmitted infections

Vaginal soreness or bleeding

Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father

Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus,

external genitalia or clothing

Emotional/behavioural indicators

Makes a disclosure.

Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit

Inexplicable changes in behaviour, such as becoming aggressive or withdrawn

Self-harm - eating disorders, self-mutilation and suicide attempts

Poor self-image, self-harm, self-hatred

Reluctant to undress for PE

Running away from home

Poor attention / concentration (world of their own)

Sudden changes in school work habits, become truant

Withdrawal, isolation or excessive worrying

Inappropriate sexualised conduct

Sexually exploited or indiscriminate choice of sexual partners

Wetting or other regressive behaviours e.g. thumb sucking

Draws sexually explicit pictures

Depression

Indicators in the parents

Comments made by the parent/carers about the child.

Lack of sexual boundaries

Wider parenting difficulties or vulnerabilities

Grooming behaviour

Parent is a sex offender

Indicators in the family/environment

Marginalised or isolated by the community.

History of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgeries in parents and/or siblings of the family

Past history of childhood abuse, self-harm, or false allegations of physical or sexual assault or a culture of physical chastisement. Family member is a sex offender.

Appendix 2

Keeping Children Safe in Education :(Statutory guidance for school and colleges) September 2016

Please find a printed copy of KCSIE September 2016 within Child protection folder also e-copy is available on teachers' drive

Safeguarding and ICT

Appendix 3

Protecting young people in the online world means thinking beyond the school environment. As well as the computer to access the Internet, now many mobile phones and games consoles offer broadband connections. Pupils may be working online in school, at home or in an Internet café. Increasingly pupils will have access to personal devices not covered by network protection and therefore the emphasis needs to be on educating all users as to the risks involved and their obligation to act responsibly while online.

Safeguarding pupils in both the real and virtual world is everyone's responsibility and all staff should be aware of this policy and how to respond to e-safety incidents.

All pupils should be made aware of what to do if they have any ICT safeguarding concerns. Harassment, grooming of another person using technology, breaching their right to privacy, poses a serious threat to physical and emotional safety, and may have legal consequences.

Procedures for dealing with Inappropriate /Illegal Internet Access or Material

If staff or pupils discover unsuitable websites, this should be immediately reported to the CPO who, in liaison with the ICT manager for the school, will consider alerting the Internet Watch Foundation (IWF) and the Police. Illegal material within the school's network is a very serious situation and must always be reported to the Police. Our school ensures processes are in place to minimize the risk of students gaining access to inappropriate materials, through supervision and monitoring. Any incident that involves inappropriate adult access to legal material on the school premises will be dealt with by the school's disciplinary policy.

In the event of discovery of illegal material seek immediate and specific advice from the CPO who will consult with the ICT Manager, the Director of Education and the Police.

Combating Cyber-bullying

Cyber bullying is a form of bullying and can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately and over a period of time, to upset someone else'. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity, and even the profile of the person doing the bullying and their target. The School Rules and Regulations state

that "misconduct to any kind outside of School will be amenable to School discipline if the welfare of another pupil or the culture or reputation of the School is placed at risk." Our role with regards to Bullying and Cyber bullying can extend therefore beyond the "School gates" and may include times when pupils are not under the control or charge of a member of staff.

Cyber bullying takes different forms: threats and intimidation, harass mentor' cyber-stalking '(eg repeatedly sending unwanted texts or instant messages), vilification/defamation; exclusion or peer rejection, impersonation, unauthorized publication of private information or images and manipulation.

Some cyber bullying is clearly deliberate and aggressive, but it is important to recognize that' some incidents of cyber bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.

In cyber bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognize themselves as participating in bullying, but their involvement compounds the misery for the person targeted. Our policy is clear: 'bystanders'—better termed 'accessories' in this context—who actively support cyber bullying should expect a sanction for this behavior. It is important that pupils are aware that their actions have ever and distressing consequences, and that participating in such activity will not be tolerated.

There are particular features of cyber bullying that differ from other forms of bullying which need to be recognized and taken into account when determining how to respond effectively. The key differences are:

- **Impact**— the scale and scope of cyber bullying can be greater than other forms of bullying.
- **Targets and perpetrators**—the people involved may have a different profile to traditional bullies and their targets.
- **Location**— the 24/7 and any-place nature of cyber bullying.
- **Anonymity**—the person being bullied will not always know who is attacking them.
- **Motivation**—some pupils may not be aware that what they are doing is bullying.
- **Evidence**—unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

Prevention

We seek to instill values in all members of the School which should, include bullying. This is reinforced by PSHEE sessions which requires tutors at all levels of the School to spend time talking to their groups about cyber bullying and its effects and consequences. In essence, these seek to inculcate respect for others, their property and their individuality. The above values should not only be addressed in PSHEE but should also underpin ordinary curricular lessons, assemblies, Horizons Lectures, tutorials, debates, the co-curricular programme and chapel services.

It is crucial to the School's success in dealing with cyber bullying that all members of the community are made aware that it is unacceptable and should not be tolerated. It is the responsibility of all members of the community to take action if they are aware of it happening. To remain silent is to condone the action of the bully. Staff should receive regular training and guidance in order to reduce the risk of bullying arising particularly at times or in areas where it is most likely. If necessary, external agencies will be consulted if specialist skills maybe required.

Procedure

1. Information about bullying comes from a variety of sources, including parents, pupils, staff and members of the public. In all cases we assure the person making the allegation that we shall be taking immediate action to stop the bullying/cyber bullying and will pursue information so as to identify the bully. Parents are informed as soon as possible, though sometimes some leeway may be required in order for investigations to be completed.
2. Depending on the nature of the allegation, the case will be taken up either by the tutor, staff, a deputy head or a combination of these people. As a rough guide, the more serious the allegation, the more likely it is to involve senior staff. If there is a Child Protection implication, i.e. if there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm then the Designated Safeguarding Lead' must be informed.
3. Interviews will be conducted fairly, giving all sides the opportunity to state their case, so as to establish the truth in what seldom turn out to be straight forward issues. In all cases, pupils will be warned not to do or say anything that may prejudice their position vis-à-vis the pupil who has been bullied. (No revenge/stirring up support among friends, no taking the law in to their own hands.)
4. Except for the most straight forward cases, in which truth has been established and the matter has been resolved swiftly, an interview will be conducted; a pupil would be invited to bring a friend or member of staff to support them in any such

interview. This will enable a record to be kept of the interview and what is said to be corroborated. Notes, both rough copies and, where necessary, a brief summary and copies of any letters sent to parents will be put on files with cross referencing where appropriate. Notes will be retained by the Deputy Head which will enable patterns to be identified.

5. Letters written to parents will detail the nature of the offence and any sanctions imposed, and will set out what improvements the School expects to be made in behavior as well as the consequences of failure to improve. Recommendations may be made about visits to the Health Centre and counseling for everyone involved.
6. At the conclusion of the investigation, if appropriate, one of the members of staff involved will contact parents of all pupils directly involved and inform them of action taken. Wherever possible, the identity of "informers" and pupils other than the son or daughter of the parent will not be disclosed.
7. In practice, the sanctions applied range from a verbal warning or a ban on use of the School's computer network, to temporary or permanent exclusion, depending on the gravity of the offence and the pupil's previous record with reference to bullying.

Sanctions for Cyber Bullying Behavior

In practice, the sanctions applied range from a verbal warning or a ban on use of the School's computer network to a temporary or permanent exclusion, depending on the gravity of the offence and the pupil's previous record with reference to bullying/cyber-bullying. In the most severe cases, it can result in criminal prosecution.

The aim of sanctions is to:

- Help the person harmed to feel safe again and be assured that the bullying will stop.
- Hold the perpetrator to account getting them to recognize the harm caused and deter them from repeating the behavior. Demonstrate to the school community that cyber bullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly.

When cyber bullying is investigated, reference will be made to the Acceptable Use Policy (AUP); sanctions for breaches are set out in the AUP and the 'Procedure for dealing with Bullying/Cyber bullying incidents'. Technology-specific sanctions for pupils engaged in cyber bullying behavior could include limiting internet access for a period of time or removing the right to bring a mobile phone in to school (although issues of child safety will be considered in relation to the latter).

Cyber bullying will have an impact on the education and wellbeing of the person being

bullied, and the physical location of the bully at the time of their action is irrelevant in this. Schools have broad powers to discipline and regulate the behavior of pupils, even when they are off the school site. Misconduct of any kind outside of school will be amenable to school discipline if the welfare of another pupil or the culture or reputation of the school is placed at risk.

Anti-Cyber-bullying Code: Advice to pupils

Being sent an abusive or threatening text message, or seeing nasty comments about you on a website, can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in cyber-bullying, and advice on how to report it when it does happen.

1. Always respect others

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of cyber-bullying yourself. You could also be breaking the law.

2. Think before you send

It is important to think before you send any images or text about yourself for someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher, parents or future employer to see that photo?

3. Treat your password like your toothbrush

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

4. Block the Bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

5. Don't retaliate or reply

Replies to bullying messages, particularly in anger, is just what the bully wants.

6. Save the evidence

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening and can be used by your school, internet service provider, mobile phone company, or even the police to investigate the cyber-bullying.

7. Make sure you tell

You have a right not to be harassed and bullied online. There are people that can help:

- Tell an adult you trust who can help you to report it to the right place, or call a helpline like Child Line on 08001111 in confidence.
- Tell the provider of the service you have been bullied on (e.g. your mobile-phone operator or social-network provider). Check their websites to see where to report.
- Tell your school. Your tutor, teacher, or any member of staff will support you and can discipline the person bullying you.

Finally, don't just stand there. If you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?



APPENDIX 4

HAFS ACADEMY Appendix 4: Draft Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to DSL if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to? Name: Position: Date:	
Time: Your signature:	



Date:

Action taken by DSL

Referred to...

Attendance
Improvement
Officer

Police

School Nurse

Children's
Services

Integrated
Youth Service

Parents

Other

<input type="checkbox"/>						
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Parents informed? Yes / No (If No, state reason)

Feedback given to

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

SMT

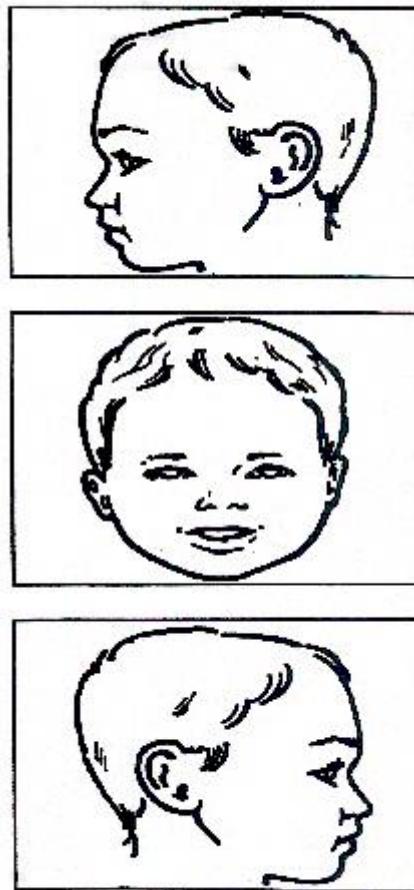
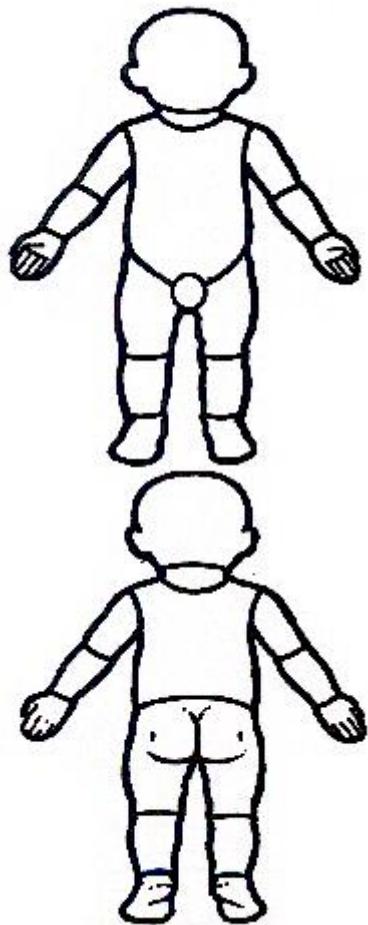
Tutor

Person who recorded disclosure

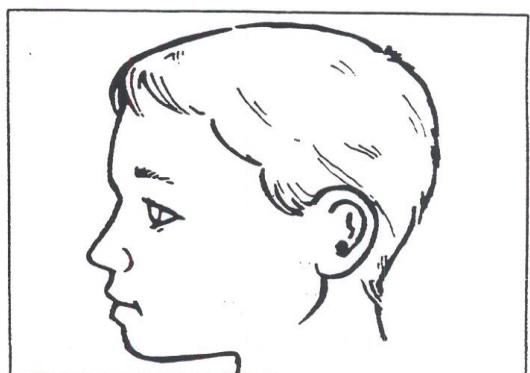
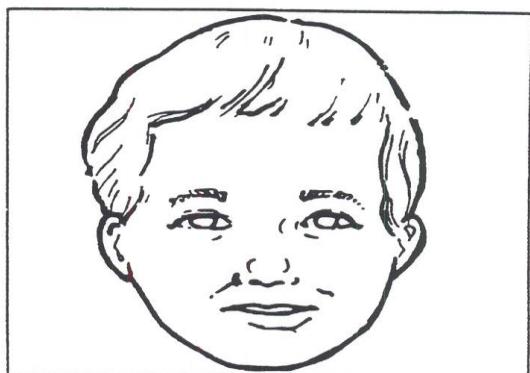
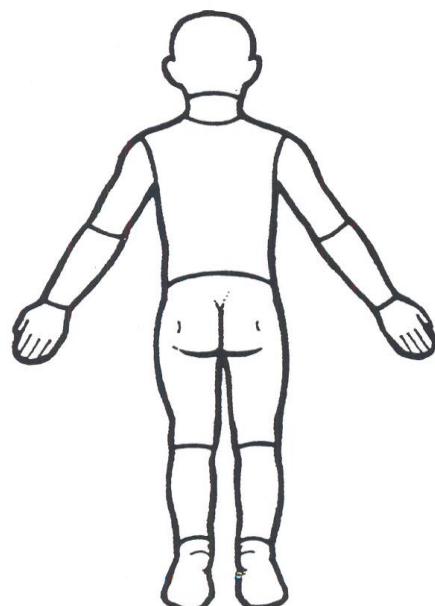
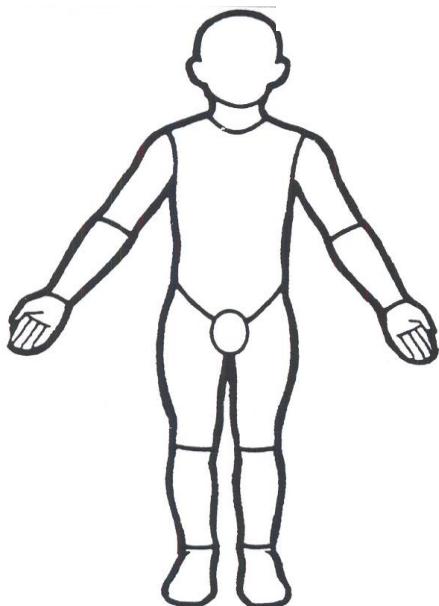
Full name:

DSL Signature:

Young Child



Older Child





HAFS ACADEMY

Appendix 5:

Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Senior Designated Safeguarding Lead or the deputy.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated Safeguarding Lead detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from RECEPTION.

Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Director of Education. If an allegation is made about the Director of Education you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer

**Before making a referral contact 0203 373 4107
Safeguarding Assessment Team 0203 373 4600,
Hospital Social Work Team 020 3373 7126,
Emergency Duty Team (out of hours) 0208 430 2000,
Local Police (Met switchboard - 101 or in an emergency 999)**

**Mary Jacob
Quality Assurance Manager (Child Protection)/Operational LADO
020 3373 1462 mobile 07766 071941**



Appendix 6

SAFEGUARDING & CHILD PROTECTION POLICY

Safeguarding & Child Protection Appendices

CONFIRMATION OF RECEIPT OF SAFEGUARDING & CHILD PROTECTION POLICY

Name:

Date of joining school:

Post:

Date of induction:

Name and post holder of staff member

responsible for induction: **Jamil Ahmed**

- I confirm that I have received and read the Hafs Academy's Safeguarding & Child Protection Policy.
- I have been made aware of my duty to safeguard and promote children's welfare.
- The procedure for reporting concerns about a pupil has been explained to me.
- I have read and understood the latest DfE guidance – Keeping children safe in education September 2016. Especially Part 1 of the document 'Keeping Children Safe in Education – DFE, September 2016 part 1

Signature:

Name:

Date:

Please sign and return this form to Designated Safeguarding Officer.



**Please sign and return this form
to the Designated Safeguarding Lead**



Appendix 7



LADO REFERRAL

Allegations against adults who work with children

This form is to be used in cases in which it is alleged that a person who works with children (either paid / unpaid/self-employed) 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 s/he poses a risk to children.**
- If the allegation meets any of the above criteria, the employer should report it to the LADO **within 1 working day**. Referrals should not be delayed to obtain further information
 - For services regulated/inspected by **OFSTED**, the provider should notify them of the allegation.
 - Please complete this form and send it to the Children's Planning and Review Team
- CPRT.LADO@newham.gov.uk**
- If you wish to have a consultation before making a referral please contact the Children's Planning and Reviewing Team on 0203 373 4107 and ask to speak to the duty Chair or LADO.



If immediate action is required to protect a child, please discuss this with the LADO. Outside of 9am-5pm, contact the Emergency Duty Team (Tel. 0208 430 2000) or local Police (Met switchboard – 101 or in an emergency 999)

**SUBJECT OF ALLEGATION:**

First Name:		Surname:	
D.O.B:			
Gender:			
Ethnicity:			
Disability:			
Job Title/Role:			
Type of Employment:			
Employing Organisation/ Resource Name:			
Employing Organisation/ Resource Address:			
Employment Sector:			
Other Roles:			
Home Address:			

DETAILS OF CHILDREN UNDER 18 IN THE SUBJECT'S HOUSEHOLD:

Please note - if the allegation is against a foster carer, all children in the placement will need to be considered, including the foster carer's children.

Name:
D.O.B:
CareFirst number (if known):
Name:
D.O.B:
CareFirst number (if known):
Name:
D.O.B:
CareFirst number (if known):

DETAILS OF CHILD/REN CONCERNED:

Name:



D.O.B:

Home Address:

Ethnicity:

Disability:

CareFirst number (if known):

Is child known to Newham CYPS?

Is the child known to another LA? If so, which?

Please give a brief summary of reason/s:

Is the case currently open?

Allocated social worker and contact details:

If child/ren has an allocated social worker please copy this referral to them.

Name:

D.O.B:

Home Address:

Ethnicity:

Disability:

CareFirst number (if known):

Is child known to Newham CYPS?

Is the child known to another LA? If so, which?

Please give a brief summary of reason/s:

Is the case currently open?

Allocated social worker and contact details:

If child/ren has an allocated social worker please copy this referral to them.

Name:

D.O.B:

Home Address:

Ethnicity:

Disability:

CareFirst number (if known):

Is child known to Newham CYPS?

Is the child known to another LA? If so, which?

Please give a brief summary of reason/s:

Is the case currently open?

Allocated social worker and contact details:

If child/ren has an allocated social worker please copy this referral to them.

Referrals will be shared with family and should not be made without a parent's knowledge/agreement unless this would jeopardise the child/ren's safety.



The child/ren know/s about the referral: If no, state reason:

The parent knows about the referral: If no, state reason:

The carer (if applicable) knows about the referral: If no, state reason:

BRIEF ACCOUNT OF ALLEGATION:

Category of Abuse (if relevant):

ACTION TAKEN BY EMPLOYING ORGANISATION/RESOURCE:

HISTORY OF CONCERNS/PREVIOUS ALLEGATIONS & OUTCOMES:

PLEASE PROVIDE DETAILS OF SIGNIFICANT PROFESSIONALS INVOLVED WITH THE ADULT AND CHILD/REN:

This should include the Senior Manager and HR advisor for the employing organisation and the child's social worker if there is one. For foster carers, include the supervising social worker/fostering agency manager

Name:	
Designation:	
Work address:	
Contact Number/email:	
Name:	
Designation:	
Work address:	
Contact Number/email:	
Name:	
Designation:	
Work address:	
Contact Number/email:	



Name:
Designation:
Work address:
Contact Number/email:

OTHER RELEVANT INFORMATION:

FORM COMPLETED BY:

Name:
Job Title/Role:
Employing organisation: and sector:
Contact details:
Date:



Appendix 8

Further information on Child Sexual Exploitation and Female Genital Mutilation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police



Forced Marriage, Honour Violence/ Killings Guidance

Forced Marriage, Honour Violence/Killings Guidance on dealing with concerns regarding forced marriage is contained in the Multi Agency Practice Guidelines 'Handling Cases of Forced Marriage'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without the valid consent of both parties and where duress is a factor. A child who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Information about a forced marriage may come from the child themselves, of the child's peer group, a relative or member of the child's local community or from another professional. Forced marriage has also become apparent when other family issues are addressed, e.g. domestic violence, self-harm, child abuse or neglect, family/young person conflict, a child absent from school or a missing child/runaway. Forced marriage may involve the child being taken out of the country for the ceremony, is likely to involve non-consensual/underage sex and refusal to go through with a forced marriage has sometimes been linked to 'honour killing'.

Honour based violence is an ancient cultural tradition that encourages violence towards family members who are considered to have dishonoured their family. It is rooted in domestic violence and is often a conspiracy of family members and associates meaning victims are a risk from their parents and families.

School staff should respond to suspicions of a forced marriage or honour based violence by making a referral to Children's Social services 0203 373 4107 and if the risk is acute, to the Police Child Abuse Investigation Team 020 7527 8102 . School staff should not treat any allegations of forced marriage or honour based violence as a domestic issue and sends the child back to the family home. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move the child and bring forward both travel arrangements and the marriage. For this reason, staff should not approach the family or family friends, or attempt to mediate between the child and family, as this will alert them to agency involvement.

Further information and advice can be obtained from the Forced Marriage Unit fmu@fco.gov.uk. Or 020 7008 1500 and the Honour Based Violence Helpline 0800 5 999 365



Trafficked and Exploited Children

A trafficked child is coerced or deceived by the adult who brings them into the country. Trafficked children are denied their human rights and are forced into exploitation e.g. domestic servitude, forced marriage, criminal activity, begging, benefit fraud, acting as a drug mule, sweatshop or restaurant work. Children may appear to submit willingly through fear for themselves or their family, because their parents have agreed to the situation or because of bribes. Recognition of trafficked and exploited children will normally rely on a combination of general signs of abuse and neglect and issues concerned with the child's immigration status. These children may not be in possession of their own travel documents, be excessively afraid of being deported, be in possession of false papers, being cared for by an adult who is not their parent, presenting with a history of missing links and unexplained moves. School staff should make a referral to Children's Social Care if they suspect a child has been trafficked. Further information is available in 'Safeguarding Children who may have been trafficked'

<http://education.gov.uk/publications/standard/publicationDetail/Page1/HMG-00994-2007> .

As it is closely related to trafficked children, there is further guidance "Safeguarding Children and Young People from Sexual Exploitation"

<http://education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00651-2009>

Domestic Violence

Guidance is contained in 'Violence against Women and Girls'

<http://education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00281-2010>

Domestic violence is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partner or family members, regardless of gender or sexuality. The harm caused to children can be significant – through emotional and physical abuse and/or neglect.

From 2002 the definition of significant harm was amended to include "the harm that children suffer by seeing or hearing the ill-treatment of another, particularly in the home". Therefore if staff are aware that a child is witnessing or hearing domestic violence, they should inform the designated member of staff, who should in turn refer the matter to Children's Social Services 0203 373 4107.



Child missing from home or care

Statutory guidance for children who run away and go missing from home or care is available

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3_.pdf

A Young Runaway's Action Plan is also available

<http://www.safeatlast.org.uk/documents/YoungRunawaysActionPlan.pdf>

Some young people are pushed away from their home by factors that make an environment difficult to live in, such as problems at home, difficult relationships, family breakdown and maltreatment or abuse, problems at school including bullying and personal problems including mental health issues. Other young people are pulled away to be near friends and family or following grooming by adults for sexual exploitation or trafficking.

School should educate young people about the dangers of running and encourage them to seek support rather than run away; some children run because they feel there is no other option. Children and young people need to know where they can access help if they are thinking of running away and what alternatives are open to them.

If school staff become aware of a young runaway, they should ensure they inform their DSL immediately.

Private Fostering

Privately fostered children are cared for by someone other than a parent or close relative

(e.g. step-parents, siblings, siblings of a parent and grandparents) for 28 days or more.

School staff have a statutory duty to make a referral to Children's Social Services (0203 373 4107)

Further information about private fostering arrangements can be found at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf

and

http://www.legislation.gov.uk/uksi/2005/1533/pdfs/uksi_20051533_en.pdf



Sexting

What does 'sexting' mean?

Sexting is when a young person takes an indecent image of them self and sends this to their friends or boy / girlfriends via mobile phones.

The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by your child's future employers, their friends or even by paedophiles.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.

Why is this happening?

As mobile phones with cameras and internet access are readily available these days – and indeed, the increased use of Bluetooth technology - images can be shared easily and at a reduced cost between friends at school.

As well as this, young people will always look to push the boundaries at an age when they are more sexually and socially aware.

What should I do if I am concerned?

If you are worried that a child may be receiving or even sending indecent images on their mobile phone, you should talk to a member of the DSL at Hafs Academy

<https://www.gov.uk/government/news/schools-to-teach-21st-century-relationships-and-sex-education>
March 2017

You can also visit www.thinkuknow.co.uk for more information and advice.

Other specific safeguarding issues:

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- Drugs
- Fabricated or induced illness
- Faith abuse
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Teenage relationship abuse

