



Safeguarding & Child Protection Policy

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1. SAFEGUARDING POLICY

INTRODUCTION

Hafs Academy fully recognises its responsibility for safeguarding and child protection and is aware that the safeguarding and promotion of the welfare of children are of paramount importance.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

THE POLICY

The whole ethos of Hafs Academy aims to create an atmosphere of mutual respect and understanding of the needs of others, the promotion of Fundamental British values and a stern stance against any act of terrorism, thus developing a sense of self-esteem and fulfilling an awareness of the importance of tolerance and co-existence. This is intrinsic in the aims and objectives of the school.

Hafs Academy recognises that the threshold of tolerance is different for everyone. This Policy identifies the need to respect and support the needs of all individuals and groups accordingly.

We accept all applicants regardless of disability, ethnicity and sexual orientation. However, where a pupil has specific SEN, behaviour or emotional or physical needs, the school will develop an individual, robust welfare plan in partnership with all relevant stake holders.

This policy applies to all of the school community including senior leaders, the Board of Trustees, paid staff, volunteers, sessional workers, contractors, agency staff, students or anyone working on behalf of Hafs Academy.

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

REGULATORY GUIDANCE

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; with due regard and compliance to government publications including:

- Keeping Children Safe in Education (KCSIE), (September 2021)
- Domestic Violence Act (April 2021)
- Education and training (welfare of children) Act 2021
- Coronavirus Act 2020
- Teaching Online Safety in Schools (June 2019)
- Voyeurism (Offences Act) 2019

- Ofsted-Inspecting safeguarding in early years, education and skills settings (September 2019)
- The London child protection procedures, (September 2019)
- Guidance for safer working practice for those working with children and young people in education settings (May 2019) (Safer recruitment consortium)
- The Prevent duty and Prevent duty guidance, (2015 updated April 2019)
- Safeguarding children and young people in education from knife crime (March 2019)
- Information Sharing: Guidance for practitioners and managers (July 2018)
- Sexual Violence and Sexual Harassment between children in schools and colleges (May 2018)
- Working Together to Safeguard Children (July 2018)
- The Counter-Terrorism and Security Act 2015
- The Serious Crime Act 2015
- What to do if You are Worried a Child is Being Abused, (March 2015)
- The Education (Independent School Standards) Regulations 2019
- Education Act 2002
- The Children Act 1989 and 2004
- Mental health and behaviour in schools 2018
- Send Code of Practice 2014
- The Designated Teacher for Looked After Children and previously LAC 2018
- General Data Protection Regulations (GDPR 2018)
- Disqualification under the Childcare Act 2018
- Children Missing in Education statutory guidance
- Children and Social Work Act 2017
- Governance Handbook 2019
- Relationships and Sex Education (RSE) and Health Education 2019
- The Ofsted Education Inspection Framework for September 2019

Working Together to Safeguard Children (DfE 2019) 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 April 2021) states:

Good safeguarding requires a continuing commitment from governing bodies, proprietors, and all staff to ensure the safety and welfare of children is embedded in all its organisation's processes and procedures, and consequentially enshrined in its ethos.

This should include:

- *An effective child protection policy; and*
- *A staff behaviour policy (sometimes called the code of conduct) which should amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media.*
- *Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.*

Governing bodies and proprietors should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

This is not intended to be an exhaustive list. These policies, along with Part one of this guidance (Keeping children safe in education) and information regarding the role of the designated safeguarding lead, should be provided to all staff on induction. Governing bodies and proprietors should take a proportional risk-based approach to the level of information that is provided to temporary staff and volunteers.

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 the Local multi-agency safeguarding partnership arrangements be updated annually (as a minimum), and be available publicly either via the school or college website or by other means.

AIMS

The central aim of the policy is to ensure the safety and well-being of pupils in accordance with the above legislation. More specifically, the aims are to:

- Ensure all of the school community are aware of how to keep safe, recognise and report behaviour that is contrary to safeguarding.
- Recognise and support any child who has been subject to abuse.
- To deal appropriately with every suspicion or complaint of abuse;
- Ensure any paid/voluntary staff appointed is done in accordance to safer recruitment procedures.
- To design and operate procedures which promote this policy;
- To, ensure that false allegations do not prejudice those who are innocent;
- To be alert to the medical needs of children with medical conditions;
- To have regard to sections 29 and 38 of the Counter-Terrorism and Security Act 2015 and Associated regulations issued by the Secretary of State for Education (DfE)
- To identify, assess and act accordingly to those who are vulnerable to radicalisation, including providing support against extremist ideas
- To establish a safe and secure environment in which children can learn and develop
- To ensure that children on the school register, of compulsory school age do not miss out on parts of their education through continuous absenteeism

- To support the child's development in ways that will foster security, confidence and independence.
- To develop and promote effective working relationships, including with other agencies, especially the Police and Social Services.

We recognise that staff are well placed to observe the outward signs of abuse. The school will create a positive ethos amongst the staff so that we can:

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

These aims are affected by the following means

- Education: Through the curriculum, the School aims to teach pupils to understand what acceptable behaviour is and to speak up if they believe they or others are not being treated appropriately.
- Staff Handbook: This contains the staff code of conduct, roles and responsibilities of staff and other relevant information in regard to safeguarding, behaviour and health and safety.
- Staff Training: Safeguarding training for all staff is undertaken as advised by the Newham Councils Safeguarding Children's Board at regular intervals. In addition, all staff members receive safeguarding and child protection updates (via email, and staff meetings etc.), as required, but at least annually, to provide them with skills and knowledge to safeguard children effectively. Additionally, mechanisms are in place to test staff knowledge on safeguarding. This includes pop questions during staff meetings or questionnaires.
- Temporary staff and voluntary staff who work with our children are to be made aware of the school's arrangements and attend a training session with the DSL or his deputy.
- There is a designated person identified in respect of safeguarding children and young people. This is explicit in their job description. The DSL and his Deputy have been fully trained for the demands of this role in child protection and inter-agency working. The DSL attends update and review training by Newham Safeguarding Children's Board every two years and have their knowledge and skills refreshed annually. The school's Designated Safeguarding Lead is responsible for the training of all staff in safeguarding issues. Records of all those who have attended training are kept centrally. The roles of the DSL and Deputy are explicit in their job role.
- All appropriate members of staff have received Safer Recruitment training.
- Preventing extremism and terrorism (PREVENT) training is also provided annually

EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Where extended school activities are provided by and managed by the school, our own Safeguarding Policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures. When our pupils attend off-site activities, including day and residential trips and work-related activities, we will check that effective safeguarding arrangements are in place.

CHILDREN WHO NEED A SOCIAL WORKER

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

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

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

CHILDREN REQUIRING MENTAL HEALTH SUPPORT

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The Governing body will ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The Schools will access a range of advice to help in identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance:

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

LOOKED AFTER CHILDREN AND PRIVATE FOSTERING

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The trustees will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe and that appropriate staff have the information, they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Further information and guidance can be found in the following document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

<https://www.newham.gov.uk/children-families>

<https://families.newham.gov.uk/kb5/newham/directory/advice.page?familychannel=5&id=GtFtMxGwpO8>

<https://www.newham.gov.uk/downloads/file/3231/private-fostering-regulations-2005>

It's a legal duty (Children Act 1989) for parents or the private foster carer to notify the local authority of whenever a child is not living with a close relative. This should be done six weeks before the arrangement takes place or immediately if it is unplanned or already happening. This is so the local authority can work with private foster carers to keep children safe and also support anyone who is privately fostering. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

If the school becomes aware that a pupil may be in a private fostering arrangement, with someone to whom they are not related (As per table below) in that person's home, the DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The DSL will also notify the Local Authority Children Services as is required to do so.

Private Fostering includes a child living with:	Private Fostering does not include a child living with:
Godparents	Mother/Father
Great Grandparents, Great Aunts or Uncles	Brothers/Sister
Cousins	Grandparents
Family Friends	Aunts/Uncles

Step parents where a couple isn't married or in a civil partnership	Step Parents where a couple is married or in a civil partnership
A host family which is caring for a child from overseas while they are in education here	Children and young people who are being looked after by the Authority.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The trustees ensure that staff are aware of the fact that additional barriers can exist when recognising abuse and neglect in this group of children. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury related to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Extra pastoral support will be considered for children with SEN and disabilities.

Any child may benefit from early help, but staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is affected by parental substance misuse, domestic abuse or adult mental health problems
- asylum seekers
- is living away from home
- is vulnerable to being bullied, or engaging in bullying
- is living in temporary accommodation
- lives a transient lifestyle
- is living in chaotic and unsupportive home situation
- is vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- is at risk of sexual exploitation
- does not have English as a first language
- is at risk of female genital mutilation (FGM)
- is at risk of forced marriage
- is at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

WHISTLEBLOWING

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

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

- General guidance on whistleblowing can be found via: Advice on Whistleblowing.
- The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk
- Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk

CONFIDENTIALITY, INFORMATION SHARING AND TRANSPARENCY

Hafs Academy prides itself on its respect and mutual tolerance. Parents have an important role in supporting our school. We hope that all of the school community (parents, children, staff etc.) will always feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding practices and know that such concerns will be taken seriously by the senior Leadership team.

The Governing body will ensure relevant staff have due regard to the relevant data protection principles, which allows them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met.

For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children

Confidentiality is covered by the school's data protection policy, in line with the data protection legislation and GDPR (2018). All records of confidential or personal nature are kept securely with the DSL and kept under lock and key. Whilst the Data Protection legislation places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Sharing information regarding safeguarding children and young people within school enables staff to be especially vigilant around certain children. The school understands the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners and accordingly will do so.

The designated safeguarding lead and any deputies will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.

[NPCC- When to call the police](#) helps designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

If in doubt about sharing, see:

- Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018. (The seven golden rules for sharing information will be especially useful)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

- Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department

<https://ico.org.uk/for-organisations/business/>

- in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

SAFER RECRUITMENT PRACTICES

Hafs Academy will always follow safer recruitment procedures so that we can be confident that all staff working in our school are safe to do so and no child is at risk. A conditional offer of employment is made whilst these are in process.

Disclosure and Barring Service (DBS) Checks: An enhanced DBS disclosure is required for all new appointments to the school. The school also insists on enhanced DBS checks for all drivers of taxis used by the school and has robust processes to check the suitability of contract staff and others working on the school site. The school is committed to reporting to the DBS any person (whether employed, contracted, volunteer or student) whose services are no longer used, and the DBS referral criteria are met. The enhanced DBS check with barred list information and acceptable references will be required before they begin work. At least one person in each recruitment process will have up to date safer recruitment training.

Other recruitment checks: These are carried out in line with KCSIE, this includes, barred list checks, prohibition checks, references etc. Guidance, including running the checks on the Employer Access online service. All checks are carried out through the school's HR department. All records are kept via the Single Central Register (SCR) and stored securely.

Please see the school safer recruitment policy for more details on the school's safer recruitment practices.

FIRST AID AND MEDICAL PLANS

Except in cases of extreme emergency, first aid will only be administered by qualified first aiders. All first aid treatment will be recorded and when needed will be shared with parents. Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a medical plan that has been agreed with parents.

COVID-19

Please see "Covid-19 Risk Assessment: School, Pupil & Staff".

Important points of discussion in the guidance covers; Symptoms as of September 2021, operational guidance, prevention, response to any infection, bubbles, close contact and self-isolation, and the school risk assessment considering the risks from minimal, moderate and substantial (i.e. extreme).

See Appendix 9 for further information.

2. WHAT IS SAFEGUARDING AND CHILD PROTECTION?

It is recognised that children need protection from:

- Physical harm
- Emotional abuse
- Sexual abuse
- Neglect
- Harmful material on the Internet

Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protect children from other harms (e.g. drugs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences

What is child abuse?

Child abuse is the term used when an adult/pupil harms a child or a young person under the age of 18. Child abuse can take four forms, all of which can cause long-term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.

This list does not cover every child abuse possibility. You may have seen other things in the child's behaviour or circumstances that worry you. Abuse is always wrong, and it is never the young person's fault.

Types of Abuse

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

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

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

Child abuse can take many forms, but is usually divided into the following categories: They are defined in the DfE Statutory Guidance KCSIE as follows:

Physical abuse

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

Physical indicators include:

- Unexplained bruises/welts/lacerations/abrasions: on face, lips, mouth or torso, back, buttocks, thighs, in various stages of healing
- reflecting the shape of an article used e.g. belt, buckle, electrical flex on several different surface areas
- Bite marks or fingernail marks which regularly appear after absence, e.g. after a weekend Unexplained
- Cigar or cigarette burns, especially on soles, palms or back
- Immersion burns where hands, feet or body have been forcibly immersed in very hot water patterns like electrical burner, iron etc.
- Rope burns on arms, legs, neck or torso
- Unexplained fractures to skull, nose, facial structure in various stages of healing
- Multiple or spiral fractures

Behavioural indicators include:

- Flinching when approached or touched
- Reluctance to change clothes for P.E. lessons
- Difficult to comfort
- Crying or irritability
- Frightened of parents
- Afraid to go home
- Behavioural extremes – aggressiveness, withdrawal, impulsiveness
- Reports injury caused by parents
- Poor peer relationships

Neglect

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

Physical indicators of neglect include:

- consistent hunger
- inappropriate dress
- consistent lack of supervision, especially in dangerous activities for long periods
- unattended physical problems or medical needs
- abandonment

Behavioural indicators include:

- begging; stealing food
- constant fatigue, listlessness
- poor relationship with care-giver

- frequent delays in picking the child up from school

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, Sexting, Upskirting, 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

Physical indicators include:

- Difficulty in walking or sitting down
- stained or bloody underclothing; pain or itching in the genital area
- bruising, bleeding, injury to external genitalia and/or anal areas
- bed wetting
- excessive crying
- sickness

Behavioural indicators include:

- Inappropriate sexual behaviour or knowledge for the child's age
- Sudden changes in behaviour
- Running away from home
- Wary of adults
- Feeling different from other children
- Unusual avoidance of touch
- Reporting of assault
- Substance abuse e.g. glue sniffing
- Emotional withdrawal through lack of trust in adults
- Over-compliance with requests of others
- Frequent complaints of unexplained abdominal pains
- Eating problems or sleeping disturbances
- Poor peer relationships
- Possessing money or 'gifts' that cannot be properly accounted for
- Inappropriately sexually explicit drawings or stories
- Frequent non-attendance at school
- Avoidance of school medicals

Sexual violence as defined by the sexual violence and sexual harassment advice 2018 as any offence under the Sexual Offences Act 2003. Sexual harassment is defined as 'unwanted conduct of a sexual nature' that can occur online and offline. The same guidance also defines harmful sexual behaviour as sexual behaviour that is inappropriate, problematic, abusive and/or violent.

Emotional Abuse

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

Physical indicators include:

- Failure to thrive
- Delays in physical development or progress

Behavioural indicators include:

- Sucking, biting, rocking
- Anti-social, destructive behaviour
- Sleeping disorders, inhibition of play
- Compliant, passive, aggressive, demanding, inappropriately adult or infant behaviour
- Impairment of intellectual, emotional, social or behavioural development

Specific safeguarding issues of which staff should be aware are: a child missing from education, a child missing from home or care, child sexual exploitation (CSE), bullying including cyberbullying, hate, domestic violence, drugs, fabricated or induced illness, faith abuse, gangs and youth violence, gender based violence/violence against women and girls (VAWG), mental health, private fostering, sexting, relationship abuse and trafficking.

PEER ON PEER ABUSE

Peer on peer abuse should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". It must be recognised that this form of abuse is gendered in nature (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

The different forms peer on peer abuse can take, such as:

- sexual violence and sexual harassment. Part five of KCSIE sets out how schools and colleges should respond to reports of sexual violence and sexual harassment;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery):
- initiation/hazing type violence and rituals.
- Upskirting
- And any other forms of harassment whether done in person or online

Hafs Academy recognises that the harm caused to children by the bullying behaviour of other children can be significant. This may involve single incidents or ongoing physical, sexual or emotional (including verbal) harm perpetrated by a single child or by groups/gangs of children.

It is possible that children who harm others may pose a significant risk to other children in the setting/establishment, home and community and risk management strategies will need to be put in place. The interest of the identified victim/s must always be the paramount consideration.

Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied.

The school recognises that children who harm others are likely to have considerable needs themselves and may be experiencing or have suffered significant disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences.

All concerns or disclosures will be managed according to the same principles and procedures outlined in this policy.

Immediate consideration should be given as to how to best support and protect the victim and alleged perpetrator. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. The wishes of the victim and how they want to proceed will be an important consideration.

As for all safeguarding concerns, these should be reported to the DSL immediately, however any staff member may make a report to children's social care. Effective safeguarding practice as outlined in the 'responding to disclosure' section below should be followed.

If concerns are raised about a child or young person exhibiting sexualised or harmful sexual behaviour, staff should, in the first instance conduct a risk assessment, unless the incident(s) warrant immediate police intervention. The outcome of this assessment will guide the school with regard to subsequent referrals, internal risk management, strategies and intervention. Unless the outcome of the assessment is 'Healthy', the school should then compile a chronology of relevant incidents to support pattern mapping and complete a referral to the Multi Agency Safeguarding Hub (MASH).

The school is required to implement a School's Safety and Support plan for both the child that has harmed and the child that has been harmed. Throughout the process it is desirable that parents are engaged and informed.

SEXTING

There is a number of definitions of sexting but, for the purposes of this policy, sexting is simply defined as images or videos generated by children under the age of 18, or of children under the age of 18, that are of a sexual nature or are indecent. These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know. Sexting may be categorised as:

Aggravated incidents of sexting involving criminal or abusive elements beyond the creation of an image. These include further elements, adult involvement or criminal or abusive behaviour by minors such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a minor who was pictured.

Experimental incidents of sexting involve youths taking pictures of themselves to share with established boy or girlfriends, to create romantic interest in other youth, or for reasons such as attention seeking. There is no criminal element (and certainly no criminal intent) beyond the creation and sending of the images and no apparent malice or lack of willing participation. Wolak and Finkelhor 'Sexting: a Typology' March 2011

Young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988.

At Hafs Academy School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

In cases of 'sexting', Hafs Academy will follow the guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: Sexting in schools and colleges, responding to incidents, and safeguarding young people.

UPSKIRTING

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

CONTEXTUAL SAFEGUARDING

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

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation.

CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial or other advantage of the perpetrator or facilitator and/or
- (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity

- (a) in exchange for something the victim needs or wants, and/or

(b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

- The above CCE indicators can also be indicators of CSE, as can:
- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Both CSE and CCE are forms of abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

The MASE is the Multi-Agency Sexual Exploitation meeting, which is held on a monthly basis and is co-chaired by Children's Social Care and the Metropolitan Police. The MASE has two purposes:

- 1) For professionals to refer young people who are at risk of or are experiencing sexual exploitation: who are subject to a plan (Child Protection, Multi-agency or Child in Need) but for whom the risks are not decreasing and specialist advice or support is required
- 2) To refer information/intelligence about possible venues/people involved in sexual exploitation. This information will then contribute to developing a strategic overview and understanding of sexual exploitation in Newham

Please see relevant documents below:

<https://www.newham.gov.uk/health-adult-social-care/sg-raising-alert>

<https://www.newham.gov.uk/council/policies-plans>

<https://families.newham.gov.uk/kb5/newham/directory/family.page?familychannel=7>

<https://www.newham.gov.uk/downloads/file/607/foidisclosurelogjanuary2015>

<https://www.newham.gov.uk/downloads/file/2233/18-keeping-safe-campaign-toolkit-v4>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE

<https://www.newhamscp.org.uk/>

COUNTY LINES

The UK Government defines county lines as:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Children can be targeted and recruited into county lines in a number of locations including schools. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

<https://www.nationalcrimeagency.gov.uk/contact-us>

<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>

DOMESTIC ABUSE

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our DSL is aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity if our children and family are experiencing homelessness. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Whilst referrals and or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

CHILDREN MISSING EDUCATION (CME) AND CHILDREN MISSING FROM EDUCATION (CMFE)

The trustees will ensure that attendance, absence and exclusions are closely monitored and that there is an appropriate safeguarding response to a child going missing from education particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

The school follows the Safeguarding Children Practice Guidance; Children Missing from School from the London Child Protection Procedures and will refer all cases of concern to their Education Welfare Officer (EWO) or Attendance Lead.

Where parents inform our school that they wish to 'home educate' their child, our school will inform the Local Authority in accordance with the Elective Home Education Procedure.

In Newham, the 'Behaviour, Attendance and Children Missing Education' (BACME) Service within Education is responsible for the delivery of CME (Children Missing Education) duties defined by the Education Act Amendments and for agreeing and monitoring CMfE (Children Missing from Education) with the Procedures for Once a School Place has Been Offered.

BACME Service Telephone Number: - 020 3373 0390 BACME Referrals: - BACME-attendance.management@newham.gov.uk

The government's missing children and adult's strategy and the department's children missing education guidance will be used as a point of reference in that regard. Please see relevant document below:

<https://www.newham.gov.uk/schools-education/attendance-exclusion-1/3>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

ABUSE LINKED TO FAITH, BELIEFS AND CULTURE

Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. However, some children are subject to certain kinds of child abuse linked to their faith, belief or culture and this includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs.

This kind of abuse can also include;

- Belief in concept of witchcraft, magic or voodoo
- Demons or the devil acting through children or leading them astray
- The evil eye or djinns and dakini
- Ritual or muti murders
- Breast Ironing
- Female Genital Mutilation
- Honour based violence and Forced Marriage
- Chastisement of a child in a Place of Worship

Child Abuse linked to faith and/or belief is not confined to one faith, nationality or ethnic community. Examples have been recorded worldwide among Europeans, Africans, Asians and elsewhere as well as in Christian, Muslim, Hindu and pagan faiths among others.

Not all those who believe in witchcraft or spirit possession harm children. Data on numbers of known cases suggests that only a small minority of people with such beliefs go on to abuse children.

FEMALE GENITAL MUTILATION (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations.

- Confiding in a professional without being explicit about the problem due to embarrassment or fear.

FORCED MARRIAGE

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

If it is found that a forced marriage has taken place with any child then the DSL will refer to The Forced Marriage Unit's Multi-agency guidelines, pages 32-36 and Contact the Forced Marriage Unit if any further advice or information is required: 020 7008 0151 or email fmufco.gov.uk. For local support and training around FGM for teachers and students, we will contact Newham council help and advice service for those experiencing domestic abuse and sexual violence on Tel: 080 8196 1482 or Email: infonewhamdsv@hestia.org.

www.hestia.org

<https://www.gov.uk/stop-forced-marriage>

<http://search3.openobjects.com/kb5/newham/directory/advice.page?familychannel=7&id=oTVyiDHZKJE>

'HONOUR-BASED' ABUSE (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

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 HBA or already having suffered HBA. There is a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM and in KCSIE focus on the role of schools and colleges and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage. If staff have a concern regarding a child that might be at risk of HBA, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. From October 2015 every adult who is concerned about a child who may be at risk of FGM has an obligation to report this to the police. This is included in this policy as it could be a member of the child's family who has/will undergo the procedure and they are making a disclosure on their behalf.

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

and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, staff should follow local safeguarding procedures.

MENTAL HEALTH

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

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

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The DfE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

The school will access a range of advice to help identify children in need of extra mental health support. This includes working with external agencies as described in the [DfE guidance on Mental health and behaviour in schools](#)

The following Rise Above website has links to all materials and lesson plans, which may be used:

<https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>

HARMFUL SEXUAL BEHAVIOUR (HSB):

The Local Authority, Newham Council can be contacted if there are any concerns regarding Harmful Sexual Behaviour who are available to provide support and advice to educational establishments. It can be reported in the link below or by Tel: 020 3373 4600

https://families.newham.gov.uk/kb5/newham/directory/advice.page?familychannel=7&id=f2K_e1-tg0o

https://azcareportal-live.newham.gov.uk/aztriageportal/jsp_mash/admin/login.jsp

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707653/Sexual Harassment and Sexual Violence Advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707653/Sexual_Harassment_and_Sexual_Violence_Advice.pdf)

RAISING AWARENESS WITH PUPILS

Hafs Academy prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgements and decisions. Time is allocated for discussions and advice around safeguarding and also in developing within pupils the confidence of that which they require to recognise abuse. This includes advice on how to deal with abuse between pupils. All pupils know that there are a range of trusted people to whom they can turn to if they are worried.

INTERACTION WITH PUPILS: CODE OF CONDUCT FOR STAFF

Members of staff are given copies of the Hafs Academy's Staff handbook. Discussion of the procedures set out in our staff handbook forms a vital part of our induction procedure. It provides guidance for staff, to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of abuse. It also provides guidance for staff, on how to deal with concerns and who to refer to when in need of assistance. The staff handbook is reviewed annually.

In order to ensure that staff are safe and aware of behaviours that should be avoided to ensure the prevention of risk of allegation they must need to;

- Be responsible for their own actions and behaviour and should avoid any conduct which would lead any person to question their motivation and intentions;
- Work in an open and transparent way.
- Take advice from DSL over any incident which may give rise to concern.
- Record any incidents or decisions made.
- Apply the same professional standards consistently.

Be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

RADICALISATION AND THE PREVENT DUTY

The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The school aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school is committed to providing a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. Any instance where a pupil/ family member of a pupils shows signs of radicalisation a risk assessment will be carried out. The school has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

Extremism: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".

Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism".

Terrorism: "is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause."

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may need help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following: There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Referrals to Channel will be made if there is reason to believe that someone may have been radicalised or maybe at risk of radicalisation. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required. An individual's engagement with the programme is entirely voluntary at all stages.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far-right groups, or slogans, of Isis, Al Shabab, Al Qaida or other terrorist groups);
- Attempts to recruit others to the group/cause/ideology; or
- Communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- Using insulting or derogatory names or labels for another group;
- Speaking about the imminence of harm from the other group and the importance of action;
- Expressing attitudes that justify offending on behalf of the group, cause or ideology;
- Condoning or supporting violence or harm towards others; or
- Plotting or conspiring with others
- Dehumanising people by using derogatory terms or other means.

THE ROLE OF THE BOARD OF TRUSTEES

The Trustees takes seriously their responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

- Trustee will have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements (contact details for the lead trustee can be found in section 5 of this document).
- Trustees will ensure there are appropriate policies and procedures (in addition to this policy, policies for staff behaviour, whistleblowing, information sharing and risk management) in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- That all systems and processes should operate with the best interest of the child at their heart and ensure the child's wishes and feelings are taken into account when determining actions to take and what services to provide.
- To ensure that safer recruitment procedures are followed and that all appropriate checks are carried out on all staff.
- To ensure the school has a Designated Lead who is a member of the Senior Leadership Team and has undergone relevant training.

- To provide sufficient resources to enable appropriate training to all staff at regular intervals.
- To ensure children are taught about safeguarding, including online and Relationships and Sex Education (RSE), through teaching and learning opportunities, as part of providing a broad and balanced curriculum and to ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- To ensure appropriate filters and appropriate monitoring systems are in place.
- To ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities set out in Part 1 of KCSIE.
- To ensure that the Safeguarding Policy and procedures are consistent with Newham Safeguarding Children Board requirements and are reviewed annually.
- To ensure that the Head Teacher and DSL work with local safeguarding partners
- To ensure that the school has procedures for dealing with allegations of abuse against members of staff (including supply staff and volunteers) that comply with Newham safeguarding partnership arrangements, Disclosure and Barring Service and the Teaching Regulation Agency.
- To ensure that school staff have due regard to data protection principles as outlined by the DPA and GDPR 2018.

The Trustees will ensure that the school contributes to inter-agency working in line with statutory guidance (Working together to safeguard children). This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school will allow access for children’s social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

The Trustee with particular responsibility for safeguarding is responsible for liaising with the DSL over all matters regarding safeguarding issues. The role is strategic rather than operational and he will not be involved in concerns about individual pupils. The Trustee with particular responsibility for Safeguarding will liaise with the DSL to produce an annual report for the Trustees. The Safeguarding Policy will be reviewed by the Trustees to ensure that all procedures have been discharged with efficiency and to ensure swift remediation of any deficiency in policy or procedures.

THE ROLE OF THE HEAD TEACHER

- To understand procedures set out by the Newham Safeguarding Children’s Board and the role of the Designated Safeguarding Lead
- To ensure that the Safeguarding Policy and procedures are understood and implemented by all staff
- To ensure that all temporary staff and volunteers are made aware of the school’s arrangements for safeguarding children
- To monitor the effectiveness of the policy and procedures and liaise with the designated safeguarding lead over amendments
- To ensure that the Designated safeguarding Lead receives sufficient support, training, time and resources to carry out his role effectively

- To ensure that all staff know and are alert to possible signs of abuse and know what to do if they have any concerns or suspicions
- To be aware of any off-roll notification should there be safeguarding concerns and to follow this up in conjunction with the Designated Safeguarding Lead and, if applicable, with Newham Safeguarding Children's board
- To create a safe environment and a caring ethos within the school
- To make parents aware of the school's Safeguarding Children Policy
- Ensuring the school effectively monitors, if any, children who have been identified as "at risk"
- Providing guidance to parents, children and staff about obtaining suitable help

THE ROLE OF THE STAFF

All members of staff should be aware of the four key steps to follow to help identify and respond appropriately to possible abuse and/or neglect:

- Be alert – to be aware of signs of abuse and neglect and to understand the procedures set out in local multi-agency safeguarding arrangements
- Question behaviours – to be aware if something seems unusual and try to speak to the child alone, if appropriate to seek further information
- Ask for help – discuss concerns with the Designated Lead
- Refer – make a referral to the WFSCB. This would usually be made by the Designated Lead but can be made by anyone. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.

- All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- To be aware of the contents of the Safeguarding Children policy and procedures and the identity of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead
- To enquire from the DSL any matters that are not understood in Part 1 of KCSIE
- To sign confirming that they have read and understood the safeguarding policy, staff code of conduct, behaviour policy, the school's child missing protocols, the booklet 'What To Do if You're Worried A Child is Being Abused' and part 1 of KCSIE
- To have a responsibility to provide a safe environment in which children can learn
- To set a good example by conducting themselves appropriately and maintaining suitable standards of conversation and interaction with and between pupils
- To foster a culture of trust between adults who work at the school and children who attend
- To help pupils understand how to keep themselves safe and manage risk through PSHCE discussions and through all aspects of school life

- To be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- To follow the referral processes set out in KCSIE if there is a concern about a child's welfare.
- To undertake regular updated (at least annually) training to provide them with relevant skills and knowledge to safeguard children effectively
- To know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.
- To identify children at risk of being drawn into terrorism and to challenge extremist ideas which can be used to legitimize terrorism and are shared by terrorist groups
- To build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views
- To be aware of the types of abuse and neglect so that they are able to identify cases of children who may need help or protection.
- To be alert of persistent absenteeism of any pupils and report concerns to the Designated Lead should it be felt there may be safeguarding concerns
- To be open, accepting and ready to listen to a pupil and to follow the procedures outlined in this policy in the event of a disclosure.
- To complete a concern form signed and dated
- All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse.
- All staff should recognise that children are capable of abusing their peers. All staff should be clear about the school's procedure with regard to peer-on-peer abuse.
- Members of staff are required to 'self-declare' if there are any changes to their own criminal record, have links with any extremist groups or if there is a change in their personal circumstances.

The Teachers' Standards state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties

If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should decide within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.

If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. Local safeguarding partnership arrangements will have escalation procedures that can be followed.

All verbal communication should be written down at the earliest opportunity.

If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

If in any doubt, staff are encouraged to always speak to the designated safeguarding lead (or deputy) who will provide relevant information, advice and guidance.

Note: All information and action taken, including the decision made will be fully documented and all referrals to Social Services will be accompanied by a standard referral form.

THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

Trustee to ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead takes responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. The DSL is to be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

DSL will ensure all staff are aware of the new updates to KCSIE 2021

- All staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- All staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- All staff should be aware on how to follow the referral processes set out in KCSIE 2021 if there is a concern about a child's welfare.
- All staff are aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based assaults and youth produced sexual imagery. Staff will be made aware that behaviours linked to the likes of drug taking, alcohol abuse, taunting and youth produced sexual imagery put children in danger.
- All staff are aware that the term Sexting is now referred to as CONSENSUAL AND NON-CONSENSUAL SHARING OF NUDES AND SEMI NUDES' PICS (KCSIE 2021).
- Ensure staff are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'up skirting'.
- All staff are aware of indicators of harmful sexual behaviour, serious youth violence, peer on peer abuse and are vigilant in spotting cybercrime.

Deputy designated safeguarding leads

There will be at least one named deputy designated safeguarding lead. Any deputies must be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the Head Teacher to inform him of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff, IT Technicians, and SENCOs or the named person with oversight for SEN on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff. Training

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead will undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- 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;

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- 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;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Trustees regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partnership arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding partnership arrangements;
- Where children leave the school (or if appropriate before the child leaves school to support transition), the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.
- During term time the designated safeguarding lead (or a deputy) will always be available for staff in the school to discuss any safeguarding concerns. The school will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

Additionally, following a report of sexual violence, the designated safeguarding lead (or deputy) should make an immediate risk and needs assessment, considering the victim, the alleged perpetrator as well as all other children

Janyalom Rahman is the Designated Safeguarding Lead. The Deputy Designated Safeguarding Lead is Nasim Hussain. Both have attended a Level 3 Child Protection Course. They are fully trained for this role in child protection by completing the Designated Safeguarding Lead training. Other members of the SLT have attended training in the following areas: Safeguarding, Channel Awareness, FGM, Safer recruitment, First Aid, and Fire Marshall training.

AVAILABILITY

The designated safeguarding lead or a deputy will always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

DISCLOSURES

Members of staff may suspect a case of abuse from a variety of sources:

- a pupil discloses to them personally
- from behaviour of, or marks on, the pupil (e.g. bruises, welts, lacerations, abrasions)
- indications through schoolwork
- a pupil informs them that they know or suspects that another pupil is being abused
- another third party informs them that they know or suspects that a pupil is being abused

If a pupil starts to disclose, the following procedures are essential:

Reassure the pupil has a right to tell and is not to blame. It is helpful to the pupil if the adult is able to communicate something of the following:

'You're not to blame, it's not your fault'

'You're very brave to have told someone'

Confidentiality: Do not promise confidentiality, explain that you have to make sure that the pupil is safe and may need to ask other adults to help you to do this. Referrals may have to be made in order to safeguard the pupil.

Ensure that any questions that need to be asked to clarify understanding are as open as possible and do not lead the pupil let the pupil tell you what she or he wants to and no more. The pupil may have to disclose to a specialist later and too much detail now may interfere with later investigations.

Keep any suspicions confidential and not discuss them with anyone other than those mentioned above

Make a written note of the discussion as soon as possible and at most within twenty-four hours to give to the Designated Lead. Note time, date, place, people present and what was said.

Records should be precise; the notes may be needed in subsequent court proceedings. All notes should be signed.

Listen carefully and take the allegation seriously. When the pupil has finished, make sure that he feels secure; explain what you are going to do next.

Report: make notes, including the date and time of the interview and sign them. It is important to record as much as you can remember using the pupil's own words. Write facts and information only, taking care to avoid opinion. A specific safeguarding incident/concern form is an appendix to this policy. This should be delivered in person to the DSL's office and the DSL should be notified. Further copies are available from the DSL. Staff are not required to investigate further but may be required to support and monitor the student in the future.

Do not attempt any examination or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury. The pupil should only be examined by an appropriate doctor.

Refer: Make a referral to the relevant children services (where allegations relate to incidents that have happened in the child's home, or home authority, a referral to that local authority children's services will be made; where any abuse takes place in the school or surrounding areas, the initial referral will be made to Newham children's services. This would usually be made by the Designated Safeguarding Lead but can be made by anyone. Normally, when there are safeguarding concerns, the Designated Lead will contact parents before making a referral to Children's Social Care Services. However, there are some exceptions; see below.

Physical injury, emotional abuse or neglect:

- The Designated Lead will contact Children's Social Care Services. If there has been a deliberate injury or where there are concerns about the child's safety, the child's parents should not be contacted before first consulting with social services
- Where emergency medical attention is necessary it will be sought immediately. The Designated Lead should inform the doctor of any suspicion of abuse
- If a referral is being made without the parent's knowledge and non-urgent medical treatment is required, social services should be informed. Otherwise, speak to the parent and suggest medical attention should be sought for the child.
- If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention should be requested.

Sexual abuse:

- The Designated Lead will contact Children's Social Care Services or Police
- The Designated Lead will not speak to the parents
- Under no circumstances should the Designated Lead, or any other member of the school, attempt to carry out any investigation into the allegations or suspicions of sexual abuse. The role of the Designated Lead is to collect the exact details of the allegations or suspicion and to provide this information to the child protection agencies
- The member of staff will not be approached at this stage unless it is necessary to ensure the immediate safety of children
- The DSL may need to clarify any information regarding the allegation; however, no person will be interviewed at this stage.

Within 24 hours the DSL will contact the children's services/MASH in accordance with the relevant local authority procedures to determine whether the referral is to take place. No member of the school staff shall conduct an investigation concerning child abuse. This will be done by Social Services and/or the police.

Referrals for peer-on-peer abuse:

Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to children's Social Care (MASH) for both the harmed and the harmer.

The school should be mindful of the sections in both KCSIE and the London Child Protection Procedures concerning "Children Harming Others" and "Safeguarding Sexually Active Children" and work closely with Social Care, Harmful Sexual Behaviour Lead, Police and other agencies following the investigation of a referral.

The school will not wait for the outcome (or even the start) of a children's social care or police investigation before protecting the victim, alleged perpetrator and other children in the school.

DEALING WITH ALLEGATIONS OF ABUSE AGAINST STAFF

All members of staff at the School should have an understanding of Child Protection and Safeguarding issues and should appreciate the importance of their vigilance. The School has a Whistle blowing Policy which is readily available and is part of the induction process. Where an allegation or complaint is made against any member of staff or volunteer (including supply staff), the matter should be reported immediately to the Head Teacher, or in his absence to the Chair of Trustees. Where appropriate, the Head Teacher will consult with the DSL and the allegation will be discussed immediately with the LADO before further action is taken.

Where an allegation or complaint is made against the Head Teacher, the matter should be reported immediately to the Chair of Trustees without first notifying the Head Teacher. Again, the allegation will be discussed immediately with the LADO before further action is taken.

Where an allegation or complaint is made against a Trustee, the matter should be reported immediately to the LADO without first notifying the Trustees. The allegation will be discussed immediately with the LADO before further action is taken.

In the event of any conflict of interest, the case will be escalated to the Chair of the Board of Trustees who will then follow the procedure accordingly.

Contact details for the Local Authority Designated Officer (LADO) for Newham:

Contact Name: Nick Pratt or Alex Mihu

Telephone: 020 3373 3803/ 020 3373 6706

Email: lado@newham.gov.uk

If any allegation of abuse is made against a member of staff (including supply staff and volunteers), Newham safeguarding partnership procedures will be followed and we shall have

regard to the guidelines on practice and procedure given in Part 4 of the DfE statutory guidance KCSIE.

Allegations that might indicate that a person is unsuitable to continue to work with children are where a person has:

- behaved in a way that has harmed a pupil, or may have harmed a pupil
- possibly committed a criminal offence against or related to a child
- behaved towards a pupil or children in a way that indicates that he or she would pose a risk of harm if they work regularly or closely with children, or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children¹.

The procedures for dealing with allegations need to be applied with common sense and judgement. It is essential that any allegation of abuse made against a member of staff is dealt with very quickly, in a fair and consistent way that provides effective protection for the pupil and at the same time supports the person who is the subject of the allegation.

The School understands its duty of care to its employees and will act to manage and minimise the stress inherent in the allegations process. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, However, where a strategy discussion is required, or police or children's social care services need to be involved, this will not happen until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. The individual will be advised that they may confide in a colleague or counselling etc. for support.

There will be a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. In the event that an employee is suspended, they will be kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends will not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, this will not happen until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will also be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information considered in reaching a decision cannot normally be disclosed, but the parents or carers of the child will be told the outcome in confidence.

Parents and carers will also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section

¹ Extra bullet point added in KCSIE Sep 2021. The reason is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home. No children were involved, but schools/colleges need to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk.

141F of the Education Act 2002 (see paragraph 163). If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

In response to an allegation, all other options should be considered before suspending a member of staff: suspension should not be the default option and the DSL will seek advice from the LADO in this regard. An individual should be suspended only if there is no reasonable alternative. In cases where the school is made aware that the Secretary of State has made an interim prohibition order, it will be necessary to immediately suspend that person from teaching pending the findings of the Teaching Regulation Agency (TRA) investigation. If a suspension is deemed appropriate, the reasons and justification should be recorded by the employer and the individual notified of the reasons. There will also be a record made of what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details and offered the necessary support.

Any employee who becomes aware of a possible allegation or concern of a child protection nature must take immediate steps to ensure that the matter is reported to the Designated Safeguarding Lead or in his absence to the Deputy Safeguarding Lead. It is important that the member of staff reporting the concern acts quickly. An investigation may be impeded if a concern is reported late.

Many cases may well not warrant the consideration of either a police investigation or enquiries by the local authority. In these cases, local arrangements should be followed to resolve cases without delay. However, some rare allegations will be so serious they require immediate intervention by the local authority, in which case the following guidelines are followed:

- The DSL should consult the local authority Safeguarding Children Referral and obtain written details of the allegation, signed and dated, from the person who received the allegation (not the pupil).
- The DSL should record any information about dates, times, locations and names of potential witnesses.
- An initial assessment of an allegation should be made by the duty officer and the DSL to judge whether there is a need for immediate action to protect the pupil, the allegation is demonstrably false, there has been inappropriate behaviour or poor practice that can be dealt with through the school's disciplinary procedures.
- Where a referral is made because the pupil has suffered or is likely to suffer significant harm or the alleged abuse is a criminal offence, the local authority procedures will be followed. The local authority will be informed of all allegations and be invited to discuss the allegation with the DSL to confirm details and the best way of informing parents (if not already aware).
- The DSL will inform the alleged about the allegation after consulting the LADO

- If the allegation is not false or unfounded and there is cause to suspect a pupil is suffering, or likely to suffer significant harm, a strategy meeting will be convened
- The LADO may hold meetings with other agencies e.g. the police, if it is judged that the threshold of significant harm has not been reached.
- The DSL will make the decision whether or not to suspend, given the risk to the pupil and where the allegations warrant investigation by police.
- Staff are permitted to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour. This should be considered if the allegation is about physical contact.
- In cases where other interagency involvement is not required, the LADO will discuss with the DSL what steps to take. The DSL may decide to take no further action, to dismiss the person or not to use that person's services in the future.
- Where further investigations are required before deciding how to proceed, the DSL will decide, with the LADO, who will investigate; this may be an independent investigator provided by the Local Authority.
- Outcomes of allegations against members of staff may be defined as Substantiated, False, Malicious, Unfounded or Unsubstantiated.
- If an allegation is not substantiated and the person returns to work, the school will support that person through offering, for example, a phased return or a mentor.

Allegations that are found to be malicious should be removed from personnel records; and any that are unsubstantiated, are unfounded, or malicious should not be referred to in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference

For all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken, and decisions reached, will be kept on the confidential personnel file of the accused, and a copy provided to the person concerned. The record will be retained as per the school's data retention procedures.

If an allegation is shown to be deliberately invented or malicious the Head Teacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they will be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the school to deal with it, although if there are concerns about child protection, the DSL will discuss them with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the school will institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing will be held within 15 working days.

'Settlement agreements' will not be used in cases of refusal to cooperate or resignation before the person's notice period expires.

There will be three possible types of investigation:

1. By Social Services and the Police under Section 47 of the Children Act 1989

2. By the Police under criminal law
3. By the School in line with staff disciplinary procedures

The Local Authority is responsible for managing child protection issues and any allegations against a member of staff must be reported immediately to the Local Authority Designated Officer. This initial consultation will determine whether the allegation reaches the threshold of significant harm to justify a referral to Social Services. In cases of serious harm, the police will be informed from the outset.

If the consultation discussion determines that the allegation does meet the criteria for referral to social services as a child protection concern, the Local Authority Designated Officer will provide support to the school in making the referral and throughout the subsequent process as required. Then the LADO will discuss with the school whether to report to the Disclosure and Barring Service (DBS) at the earliest opportunity of leaving the school, any person whose services are no longer used because he or she is considered unsuitable to work with children. The school will also consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and where a prohibition order may be deemed appropriate.

Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and that the individual has been removed from working (paid including supply staff or unpaid) in regulated activity, or would have been removed had they not left.

Should it be determined in the consultation discussion that the Allegation does not meet the threshold for a child protection referral to social services, then the Local Authority Designated Officer will advise on further action that may be taken by the school in investigating the matter internally in line with the staff disciplinary procedures.

SUPPLY TEACHERS

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

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

The Governing body will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy him/her to another part of the school, whilst DSL/deputy DSL carries out their investigation.

Agencies will be fully involved and must co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school. They will be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO will address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, the school will inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

RELATED SCHOOL POLICIES

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including on line bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. The procedures are published on the schools' websites and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the headteacher and the DSL will consider implementing child protection procedures.

Elective Home Education

Many home-educated children have an overwhelming positive learning experience. However, it can also mean some children are less visible to the services that are there to keep them safe and supported.

Where a parent/carer has expressed their intention to remove the child from school, we recommend that LA's, schools, and other key professionals coordinate a meeting with parents/carers where possible.

The House of Commons Education Committee has published a report on elective home education (EHE) in England. Recommendations include: the setting up of a statutory register of children who do not receive their principal education in a mainstream school; and a call to reconsider the creation of an independent role to support parents and carers of children and young people with special educational needs and disabilities who are forced into home schooling partly due to a lack of support.

Online Safety

The school recognises that its pupils will use mobile phones and computers at some time in their lives. They are a source of fun, entertainment, communication and education. Despite the published age restrictions, children increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Discord, Snapchat and Instagram.

Unfortunately, some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

Four main areas of risk include:

- **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Youth produced sexual imagery/ Consensual and non-consensual nude and semi-nude pictures

When an incident involving youth produced sexual imagery also known as referred to as consensual and non-consensual nude and semi-nude pictures (KCSIE 2021) comes to the school attention:

- The incident should be referred to the DSL as soon as possible.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery.
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- The DSL should hold an initial review meeting with appropriate school staff.
- There should be subsequent interviews with the young people involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

A detailed procedure can be found on [gov.uk](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/544214/Youth-produced-sexual-imagery-in-schools-and-colleges-responding-to-incidents-and-safeguarding-young-people.pdf) document: Youth produced sexual imagery in schools and colleges. Responding to incidents and safeguarding young people.

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The school's e-safety policy, available on the schools' network drive, explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Online bullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our child protection procedures.

Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. Pupils are not permitted to bring in to school or on school outside trips any personal mobile devices (this rule is without any exceptions).

All staff receive e-safety training and the school has an e-safety coordinator (Computer Science teacher).

Parents receive e-safety advice on how to keep their children safe online at home and to consider any dangers when their child is not at home.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful behaviour, which pupils are not allowed to access in school. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media. The school does not allow access to social media sites on its computers and blocks it at computer router level. Other harmful sites are also blocked such as gambling, pornography, extremist sites etc. Whilst no blocking system can fully eliminate access to harmful sites, the school monitors the use of its computers, both live and historically on a regular basis as an additional measure of protection for pupils.

The school has an e-safety policy that is known to all staff and pupils. The school also has a Social Media policy for staff.

The School will pay due regard to experiences children may have been exposed to during the period of partial closure in relation to online activity – the appropriate referral methods remain in place should this become apparent or known. The following can provide further guidance:

- [UK Council for Internet Safety provides information to help governing boards and proprietors assure themselves](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896327/Governors_Guidance_-English_lange._.pdf

- [UK Safer Internet Centre's professional online safety helpline.:](#)

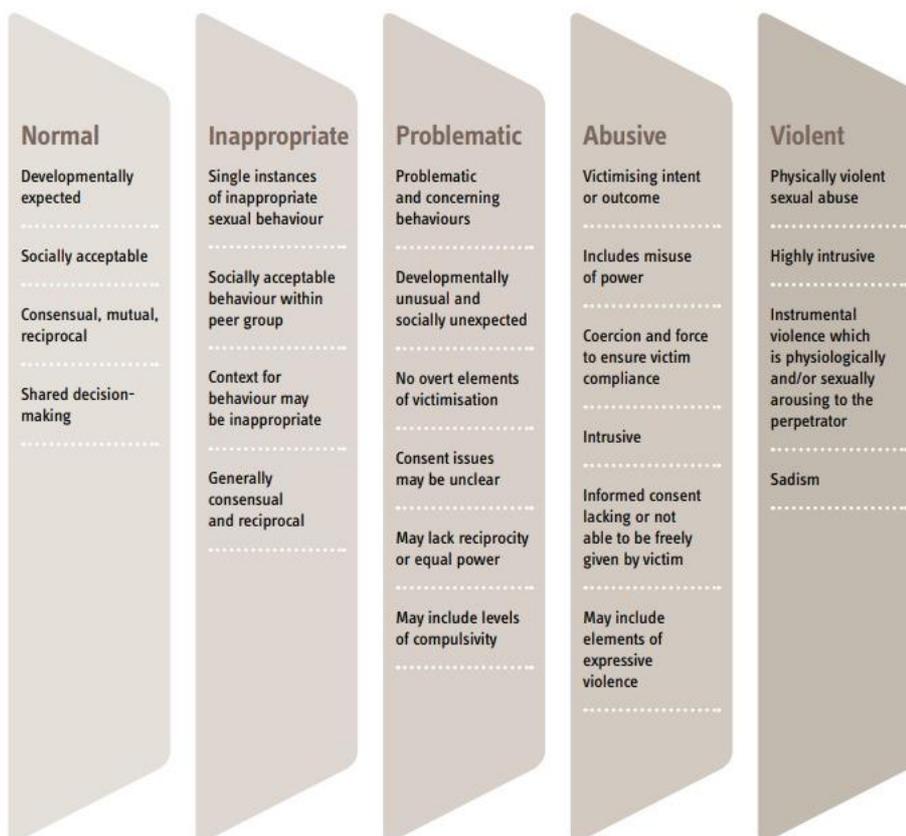
<https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline>

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS

KCSIE 2021 states:

*"Sexual violence and sexual harassment can occur between two children **of any age and sex** from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of '**it could happen here**.'"*

"But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report."



A continuum of children and young people's sexual behaviours
(Hackett, 2010)

www.rip.org.uk

All staff at Hafs Academy should be aware of the importance of:

- Making clear that sexual violence and harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating any such harassment as a part of growing up

When referring to Sexual harassment, reference is made to:

- Sexual comments
- Sexual remarks about clothes and the likes of such
- Physical behaviours of brushing against someone
- Online sexual harassment
 - Non-consensual sharing of images and videos
 - Sexualised online bullying
 - Unwanted sexual comments and messages
 - Sexual exploitation and threats

Any staff approached by a student regarding behaviour of the above mentioned, should follow the referral procedure set out in Appendix 4. As is always the case, any staff member in any doubt, should speak to the DSL or Deputy DSL.

All cases of Sexual Violence/harassment are complex, and any decision will be on a case-to-case basis.

The DSL will take lead, supporting other agencies as and when needed.

With regards to this, the school will use <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis> for further advice and information.

Hafs Academy staff will:

- Ensure all victims are reassured that they are being taken seriously, will be supported and are safe;
- Not promise confidentiality
 - Information and any disclosure will only be shared with the DSL/Deputy DSL
- Ensure the victim understands the next steps and who the report is being passed to (recognise that the student trusts you, so be supportive and respectful)
- Listen carefully – no judgements, no leading questions, only open ended question using 'where, when and what'
 - Best practice – wait until the end of the disclosure and write up the summary. If there are two staff present, one may write up as the disclosure progresses – but always remember to be conscious of the need for you to be engaged during the disclosure.
 - Only record facts as the child presents them
- Consider the best way to make the report
- Where an online element is included, the DSL/Deputy must refer to the UKCCIS youth produced sexual imagery advice <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- DSL/Deputy must make an immediate risk and needs assessment
 - Victim and their support
 - Alleged perpetrator
 - All other children at the school and any actions that may be appropriate to protect them

In any case, the DSL/Deputy will be the schools liaison with Children's Social care/Police; and are most likely to have a complete safeguarding picture, and so most appropriate to advise on the correct response to any disclosure.

The DSL/Deputy will refer to KCSIE 2021 for considerations.

All staff must act in the best interests of the child (see appendix 8 for further details).

Library Policy

The school's Library Policy provides an additional layer of protection for pupils by ensuring pupils have access to literature, texts and books which are mainstream, age and school setting appropriate and are free from extremist content. The school controls access to the library to pupils at appropriate school times only and supervises the library use at all times. Only school members have access to the library and the library is only accessible during school times. The content of the literature placed in the library is controlled to ensure all books are appropriate as above and that any literature does not disrespect the nine Protected Characteristics of the Equality Act 2010.

In addition staff and pupils of the school are made aware to bring to the attention of the SLT any literature found in the school building which does not comply with the above safeguarding requirements for further investigation and for removal and disposal.

Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils, we will:

- seek their consent for photographs to be taken or published (for e.g. on our websites or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

DESIGNATED SAFEGUARDING LEAD (DSL)	MR JANYALOM RAHMAN TELEPHONE: 020 8555 4260
DEPUTY DESIGNATED SAFEGUARDING LEAD	MR NASIM HUSSAIN TELEPHONE: 020 8555 4260
DESIGNATED SAFEGUARDING TRUSTEE	MR NAJMUL ALAM TELEPHONE: 020 8555 4260
LOCAL AUTHORITY DESIGNATED OFFICER	NICK PRATT TELEPHONE: 020 3373 3803

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/haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discoloration 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)

PLEASE FIND A PRINTED COPY OF KCSIE WITHIN CHILD PROTECTION FOLDER ALSO E-COPY IS AVAILABLE ON TEACHERS' DRIVE

A copy has been sent to all staff member school email address by the DSL.

Appendix 3:

SAFEGUARDING AND ICT

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 there for 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 are feral to 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 Manger, the Head Teacher 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 '(e.g. 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 behaviour. 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 instil values in all members of the School which should, include bullying. This is re-in forced 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 programmer 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 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 behaviour as well as the consequences of failure to improve. Recommendations may be made about visits to the Health Centre and counselling 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 behaviour. 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 behaviour 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 behaviour 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 up setting. This code gives you seven important tips to protect yourself and your friends from getting caught up in cyber-bullying, and advice on to 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

Replying 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?

MENTAL HEALTH AND WELLBEING

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

Governing boards should ensure there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the DSL.

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	Tutor/Form group	Date of incident
Your name	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 (Please find below body maps of older and younger children)	
Was anyone else with you? Who?	
Has this happened before? Yes / No	

Did you report the previous incident?	Yes / No
Who are you passing this information to?	
Name	Date:
Position:	Time:
Your signature:	
Date:	

To be filled out by DSL

Action taken by DSL:				
Parents informed?	Yes/ No (comments)			
Feedback given to:	SMT	Tutor	Deputy DSL	The person who recorded the disclosure
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

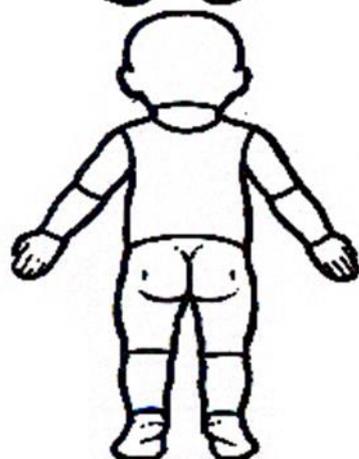
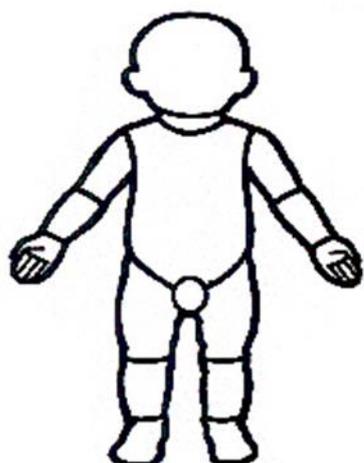
Referred to:

Officer	Police	School Nurse	Children's Services	Integrated Youth Service
<input type="checkbox"/>				

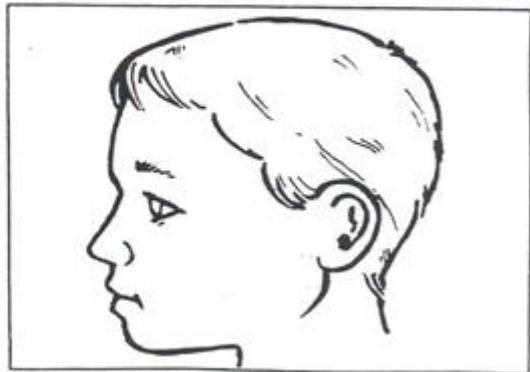
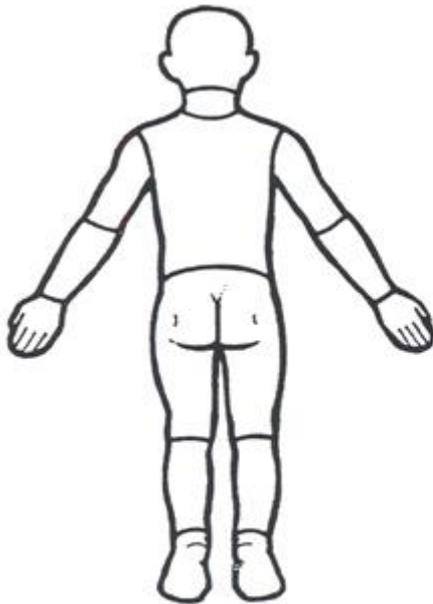
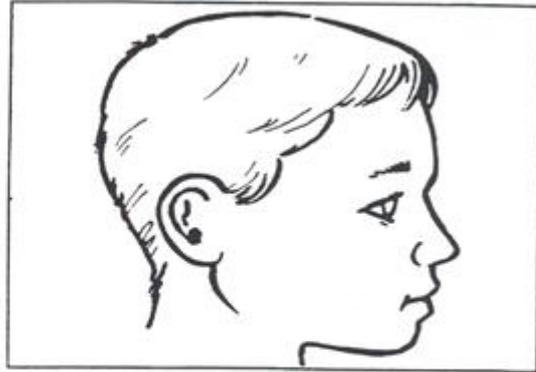
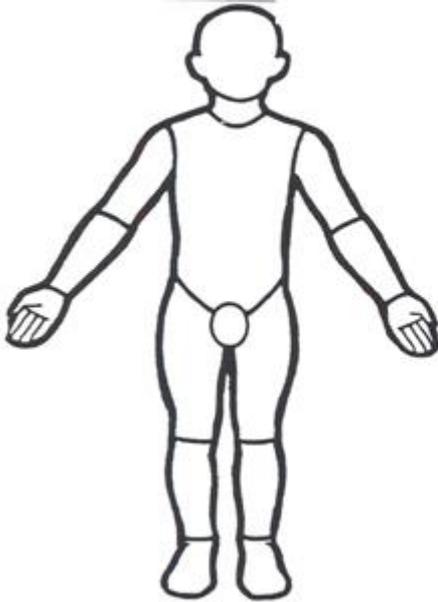
Parent	Other (please specify)	
<input type="checkbox"/>	<input type="checkbox"/>	

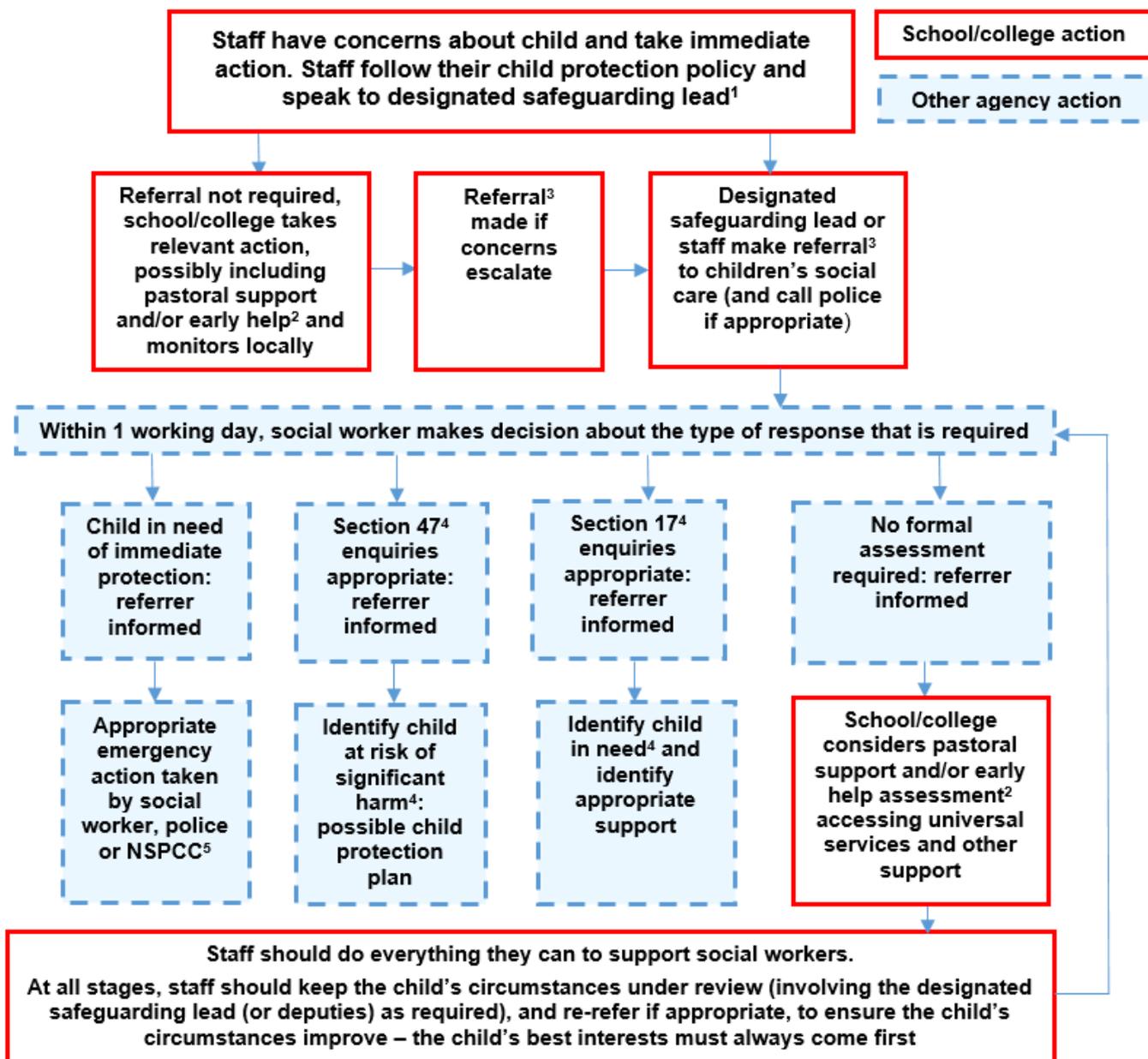
Notes:

Young Child



Older Child





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 Head Teacher. If an allegation is made about the Head Teacher 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: **Janyalom Rahman**

- 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 2021. Especially Part 1 of the document 'Keeping Children Safe in Education – DfE, September 2021 part 1

Signature:

Name:

Date:

Please sign and return this form to Designated Safeguarding Officer.

DSL Name and Signature:

Date:

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?

<p>Please give a brief summary of reason/s:</p> <p>Is the case currently open?</p> <p>Allocated social worker and contact details:</p> <p>If child/ren has an allocated social worker please copy this referral to them.</p>
<p>Name:</p> <p>D.O.B:</p> <p>Home Address:</p> <p>Ethnicity:</p> <p>Disability:</p> <p>CareFirst number (if known):</p> <p>Is child known to Newham CYPS?</p> <p>Is the child known to another LA? If so, which?</p> <p>Please give a brief summary of reason/s:</p> <p>Is the case currently open?</p> <p>Allocated social worker and contact details:</p> <p>If child/ren has an allocated social worker please copy this referral to them.</p>
<p>Name:</p> <p>D.O.B:</p> <p>Home Address:</p> <p>Ethnicity:</p> <p>Disability:</p> <p>CareFirst number (if known):</p> <p>Is child known to Newham CYPS?</p> <p>Is the child known to another LA? If so, which?</p> <p>Please give a brief summary of reason/s:</p> <p>Is the case currently open?</p> <p>Allocated social worker and contact details:</p> <p>If child/ren has an allocated social worker please copy this referral to them.</p>

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:

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

Female Genital Mutilation (FGM): 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

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

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2018) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl aged under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should NOT be examining students, but the same definition of what is meant by "to discover that an act of FGM has been carried out" is used for all professionals to whom this

mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2018. Once introduced, teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

(KCSIE)

Honour - based violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. The signs and symptoms of honour based violence are similar to those of FGM and forced marriages. If a member of staff identifies any of the above signs then they should follow the school safeguarding disclosure procedure as outlined earlier in the policy. **It is a mandatory duty upon all staff to ensure all concerns are reported promptly and adequately.** Where staffs are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

Peer on Peer Abuse

All staff should be alert to the risk of peer on peer abuse and understand their role in preventing, identifying and responding to it. Staff should know that children are capable of abusing their peers; they should never dismiss abusive behaviour as a normal part of growing up, or 'banter', and should not develop high thresholds before taking action. Peer on peer abuse should be taken as seriously as abuse by adults.

What is peer on peer abuse?

For these purposes, peer on peer abuse is any form of abuse perpetrated by a child towards another child. It can take many different forms including, but not limited to, serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and gender-based violence.

These categories of abuse rarely take place in isolations and often indicate wider safeguarding concerns. For example, a teenage girl may be in a sexually exploitative relationship with a teenage boy who is himself being abused by a family member or by older boys. Equally, while children who abuse may have power over those who

they are abusing, they may be simultaneously powerless to others.

Sexting can but does not always constitute abusive behaviour Peer on peer abuse Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals

What role does gender play?

Peer on peer abuse often manifests itself differently for boys than it does for girls. For example, girls seem to be at greater risk of sexual assault and/or exploitation, whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence.

When does behaviour become abusive?

It can be difficult to distinguish between abusive behaviour which should be dealt with in accordance with the procedure set out below, and behaviour which does not constitute abuse, such as low-level bullying (where the school's anti-bullying policy should be followed) or age appropriate sexual experimentation. Concerns of Peer on Peer abuse should equally be reported to the DSL team. Like all safeguarding concerns if a child is in immediate danger or at risk of harm, a referral to Children's Social Care and /or police should be made immediately.

How does the school raise awareness of and reduce the risk of peer on peer abuse?

At Hafs Academy we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- is of a serious nature, possibly including a criminal offence

- raises risk factors for other students in the school
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student

The school actively seeks to prevent all forms of peer on peer abuse by educating students and staff, challenging the attitudes that underlie such abuse, encouraging a culture of tolerance and respect amongst all members of the school community, and responding to all cases of peer on peer abuse and any cases of bullying (no matter how trivial) promptly and appropriately. Students are educated about the nature and prevalence of peer on peer abuse via PSHEE and safeguarding presentations made to students at the beginning of the year. They are told what to do if they witness or are victims of such abuse, the effect that it can have on the victims and the possible reasons for it, including vulnerability of the perpetrator. They are regularly informed about the school's approach to such issues, including its zero-tolerance policy towards all forms of bullying and peer on peer abuse. Staff are trained on the nature, prevalence and effect of peer on peer abuse, and how to prevent, identify and respond to it.

Sexual violence and Sexual Harassment between Children in Schools and Colleges (May 2018)

In instances of peer on peer abuse where students are involved in harmful or abusive sexual behaviour the school will follow the Department for Education Advice on Sexual Violence and Sexual Harassment Between children in Schools and colleges May (2018). This document is accessible on our website too. For staff it is available in the staff room and on the staff common drive.

What is meant by sexual violence and sexual harassment?

- Sexual violence and sexual harassment can be between two children, or a group of children.
- Both sexes may be affected
- Children with SEND are likely to be more vulnerable
- Sexual violence refers to rape, assault by penetration or sexual assault.
- Sexual harassment includes such things as sexual comments; sexual jokes; physical behaviour such as deliberately brushing against someone, or displaying photos of a sexual nature; and online activity including sharing of images or video (sexting) or making inappropriate sexual comments (note: - this list is not exhaustive)
- Harmful sexual behaviours in children are those which are inappropriate, problematic, abusive and violent.
- When considering harmful sexual behaviour, the ages and developmental stages of the children involved are always considered.

Responding to reports of sexual violence and sexual harassment

- Reports of sexual violence are often complex and require difficult decisions will need to be made to appropriately safeguard children. Decisions will be made by the school on a case by case basis, with the DSL taking a leading role, and supported by other agencies such as children's social care or the police.
- Some situations are, however, statutorily clear: a child under the age of 13 can never consent to sexual activity (the age of consent is 16); sexual intercourse without consent is rape (as defined in law); creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves.

The immediate response to a report of sexual violence or sexual harassment

- The initial response to a disclosure is important and schools should ensure the victim is taken seriously and supported
- Staff should always discuss concerns about sexually harmful behaviour involving students with the DSL
- Where an incident between two students takes place away from the school, the school's safeguarding duties remain the same.
- The school will take reasonable measures to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media.
- Schools should make a risk assessment in cases of a report of sexual violence, considering the victim, alleged perpetrator and other children at the school.
- Risk assessments should be kept under review. In cases of sexual violence, a professional risk assessment by external specialists may be required, and should be used to inform the schools own risk assessment
- It is important that sexual violence and sexual harassment are shown to be unacceptable, and not passed off as 'banter' or 'part of growing up'

While the facts are being established, schools should remove the alleged perpetrator from any classes shared with the victim, and consider how best to keep them a reasonable distance apart, in the best interests of both children.

- Schools should also consider carefully when to inform the alleged perpetrator and this may be discussed with relevant agencies.

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 fmufco.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

Appendix 9: Covid 19 Risk Assessment: School, Pupil & Staff.

This risk assessment works alongside the initial assessment but takes account of any changes in government guidance and the increase in numbers of pupils and staff

Rationale

This risk assessment is developed from the current government guidance (Guidance for full opening – school; September 2021) and is reviewed as new guidance is published. The mental health and wellbeing of staff and children are placed alongside safety as well as the practicalities and limitations of the school. Following this guidance, whilst also taking into the consideration the age, layout and logistics of Hafs Academy.

Symptoms as on September 2021 are described by NHS:

<https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/main-symptoms/>

- High temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- New, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- Loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

Operational Guidance

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance>

The government continues to manage the risk of serious illness from the spread of the virus. Step 4 marked a new phase in the government's response to the pandemic, moving away from stringent restrictions on everyone's day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk. Priority is for you to have face-to-face, high-quality education with all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

Prevention

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
- 2) Clean hands thoroughly more often than usual.
- 3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents
- 5) Minimise contact between individuals and maintain social distance wherever possible. Schools must properly consider this and put in place measures that suit their particular circumstances.
- 6) Where necessary, wear appropriate personal protective equipment (PPE) in specific circumstances, for example a medical mask instructed to be used for specific clinical reasons and evidence is shown for this.

Response to any infection - must be followed in every case where they are relevant.

- 1) Engage with the NHS Test and Trace process.
- 2) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
- 3) Contain any outbreaks by following local health protection team advice.

Bubbles

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance#tracing>

It is no longer recommended that it is necessary to keep children in consistent groups ('bubbles'). This means that bubbles will not need to be used in schools from the autumn term. As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and there's no longer a need to make alternative arrangements to avoid mixing at lunch.

Close contact and self-isolation

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance#tracing>

Close contacts will now be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing. As with positive cases in any other setting, NHS Test and Trace will work with the positive case and/or their parents to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact.

Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:

- they are fully vaccinated
- they are below the age of 18 years and 6 months
- they have taken part in or are currently part of an approved COVID-19 vaccine trial
- they are not able to get vaccinated for medical reasons

Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so. Staff who do not need to be isolated, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal. They do not need to wear a face covering within the school, but it is expected and recommended that these are worn when travelling on public or dedicated transport.

Who to contact:

Please see Janyalom Rahman, Deputy Head and Designated Safeguarding Lead, if you need any assistance or further clarification. If, however, Janyalom is not available then please refer to Nasim Hussain who is the Deputy Safeguarding Lead. For further assistance please refer to the Head Teacher Kazi Hussain.

Covid 19 Risk Assessment: School, Pupil & Staff.

Risk Assessment for Coronavirus (School)

Minimal Risk	Moderate Risk	Substantial/Extreme Risk
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Hazard Observed	Children and/or staff will transmit or become infected with COVID-19	
Who may be harmed?	Children, Staff, Anyone in contact with the above	
Control measures by	All staff, Children school and cleaners	
Risk rating before controls	Control Measure/Notes	Risk rating after controls
	<p align="center">Children and Staff in School.</p> <ul style="list-style-type: none"> • Children coming into school who are clinically extremely vulnerable (and have a letter from the DFE/NHS officially stating this) will have an Individual Care Plan in place prior to returning to school and other children will be encouraged to wash their hands frequently, as outlined in this risk assessment. • If a staff member lives with an identified clinically extremely vulnerable person or is clinically extremely vulnerable themselves and has concerns returning to work, they will be offered an individual risk assessment to be put in place. • Should factors affect the safe provision for children at Hafs Academy the school and governors will reserve the right to review the arrangements and make immediate recommendations resulting in rapid changes if necessary, which may include a return to Home Learning or Blended Learning e.g. rotas involving a mixture of onsite lessons and home learning (pending government 	

	<p>guidance).</p> <ul style="list-style-type: none">● Staff, children and parents are encouraged to walk or cycle to school whenever possible.	
	<p style="text-align: center;">Coming into school and going home.</p> <ul style="list-style-type: none">● The Pupils will return to school from 6th September 2021.	
	<p style="text-align: center;">Hygiene within school</p> <ul style="list-style-type: none">● Antibacterial dispensers are located outside the classroom, learning areas, reception and staff room.● Staff and children are encouraged to use the paper towels where possible.● Staff and children are advised to not touch their mouth, nose and eyes.● Boxes of tissues need to be in places where children and adults are working and playing.● Used tissues to be placed by the child in lidded bins. There are also bins in the staff room, toilets and halls. These will be emptied at least once a day.● Children taught to cough and sneeze into their elbow and away from the direction of other children and adults if they do not	

	<p>have a tissue. They must be asked to wash their hands after they have coughed or sneezed.</p>	
	<p style="text-align: center;">Objects in school</p> <ul style="list-style-type: none"> ● PE lessons will be outside, on rainy days inside the main hall, all windows will be opened for ventilation. Sports and other activities have been identified for each year group. 	
	<p style="text-align: center;">Moving around the school and use of the different areas</p> <ul style="list-style-type: none"> ● Staff and pupils may wear a face mask while moving around the school. Masks can be purchased from the school. ● For staff using the staff room and kitchen area, staff are expected to wash any crockery they use using hot soapy water and replace in the cupboards. Surface should also be wiped down prior to leaving. ● Sprays and cloths will be available to all staff to wipe equipment after use. Each classroom has a cleaning station. It is the responsibility of the staff in the classroom to restock the station. Stock is kept in the Store Rooms. 	
	<p style="text-align: center;">Medical equipment</p> <ul style="list-style-type: none"> ● First aid kits will be available from the office and medical room. The bag will contain a basic medical kit. 	
	<p style="text-align: center;">Visitors</p> <ul style="list-style-type: none"> ● Visitors to the school will be asked to sanitize their hands and follow the poster, which shows guidelines on safe ways to do this. 	

Office staff will point this out to them.

- Specialist therapists, clinicians and other support staff for pupils with SEND may provide interventions as usual by coming into school. They will be given a visitor's agreement and be asked to adhere to it. Where possible this will be sent out in advance.



COVID 19 Visitor's Agreement.docx

- A record will be kept of all visitors and contact numbers. This information will be held for 3 weeks then destroyed in line with the Track and Trace guidance provided.
- Visitors, who are deemed essential, including delivery personnel, are told not to enter the school if they are displaying any symptoms of the coronavirus and asked to adhere to government guidance <https://www.gov.uk/government/publications/covid-19-stay-at-homeguidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid19-infection>

Staff and children showing symptoms

- Close contacts will now be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing. As with positive cases in any other setting, NHS Test and Trace will work with the positive case and/or their parents to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact. Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:
 - they are fully vaccinated
 - they are below the age of 18 years and 6 months
 - they have taken part in or are currently part of an approved COVID-19 vaccine trial
 - they are not able to get vaccinated for medical reasons <https://www.gov.uk/government/publications/actions-for-schools->

[during-the-coronavirus-outbreak/schools-covid-19-operational-guidance#tracing](https://www.gov.uk/government/publications/covid19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection)

- If any staff member becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they will be sent home immediately who will then have to get tested via the NHS testing website or calling 119. The staff member or student should not return to school for at least 10 days and should follow guidance for households with possible coronavirus infection.

- Staff in school must follow the government guidelines given on the government website:
<https://www.gov.uk/government/publications/covid19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

- If anyone is experiencing the signs and symptoms of coronavirus. Inform Kazi Hussain (headteacher) or Janyalom (deputy head) or any admin staff immediately and follow the school procedures for sickness absence.

- The self-referral system for an antigen test can be found here: <https://selfreferral.test-for-coronavirus.service.gov.uk/>

- Latex-free Personal Protective Equipment (PPE) to be provided in each school building and all first aiders have been issued with their own kit they must carry with them at all times. These are to be used if a child or an adult shows signs or symptoms of Coronavirus (headache, high temperature, coughing, generally unwell).

- PPE Pack to include:
 - Disposable gloves for examining or treating children or adults in school or exposure to bodily fluids and chemicals (such as detergents); also to be used when working around equipment or objects that may be contaminated. They must be changed for a new pair after each episode or change of child.

 - Loose-fitting surgical masks for pupils and adults in school who show symptoms of Coronavirus. These must be used immediately, whilst ensuring if they are a child, they are taken to a different room monitored from a distance until the parent has been contacted and makes arrangements for their child to be collected.

 - Disposable plastic aprons to be used when examining or treating children or staff in school, or to protect clothing from chemicals such as detergents; also, to be used when working around equipment or objects that may be contaminated.

Aprons must be changed for a new one after each episode or when dealing with a new child.

- Visor

- Staff must be vigilant and report concerns about a child's or an adult's symptoms to a member of the SLT. If a child becomes ill in school, the flow chart on Appendix 3 (which is also on display around the school) must be followed. Please note that the medical room must be used, and the child supervised through the glass door with a member of staff positioned outside the door.
- Children and staff showing symptoms must come into contact with as few members of staff as possible.
- Children and staff showing symptoms must use the staff toilet, which will then be closed off until a deep clean has taken place.
- The Administration of Medication Policy must be followed.
- When a child or staff member has shown symptoms, areas and static equipment and furniture of the school that have been used by the child/adult must be closed off for 48 hours and a deep clean arranged to take place immediately after the 48 hours has lapsed. This means that the medical room will be closed off. If another child shows signs of Coronavirus, the library will be used, and the child supervised by admin staff. This may mean making alternative arrangements for learning, eating and playing for all in school.
- When a child or staff member has shown symptoms, any items of school equipment (eg. Books, Writing utensils, Cutlery etc.) That have been used by the child/adult should be disinfected/ sanitized as far away as possible.
- 999 will be called if serious symptoms are being demonstrated.

	<ul style="list-style-type: none"> ● If a member of staff has helped someone with symptoms, they do not need to go home unless they develop symptoms themselves. PPE equipment must be worn when supporting a child or an adult with symptoms. ● Adults supporting a sick child should wash their hands thoroughly for 20 seconds after any contact. ● Cleaning the affected area with household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. ● Waste from possible cases and cleaning of areas where possible cases have been will be put in a plastic rubbish bag and tied. The bag will be placed in a second bin bag and tied. This bag must then be stored away from adults and children and will not be put into communal waste until a negative test results or it has been stored for 72 hours. It can then be placed in the communal rubbish. ● Staff must check the NHS website regularly to look for updates and apply this to their practice. ● Relevant information will be sent to parents on updates on coronavirus regularly regarding the signs and symptoms, and how they need to respond, including if a member of their family is experiencing signs and symptoms. If a child/adult in school are living with someone who is showing signs, they will be required to take a test using the website https://www.nhs.uk/ask-for-a-coronavirus-test ● Names of children, staff and parents who have had or are having coronavirus symptoms will be kept confidential. 	
	<p style="text-align: center;">Policies and training to support keeping safe from COVID-19 58.</p> <ul style="list-style-type: none"> ● The school has a Health and Safety Policy, First Aid Policy which reflect the procedures for COVID-19 which it follows and is available on the school's website and the Staff shared drive. ● All staff have regard to legislation to the - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 14 	

2013 through this link <https://www.oshcr.org/riddor-reporting-of-injuriesdiseases-and-dangerous-occurrences-regulations/>

- The Health Protection (Notification) Regulations 2010 through this link <http://www.legislation.gov.uk/uksi/2010/659/contents/made>
- Public Health England (PHE) (2017) Health Protection in schools and other childcare facilities' through this link: <https://www.gov.uk/government/publications/health-protection-in-schools-andother-childcare-facilities>
- The school community is aware of and is requested to consult the Stay at Home guidance available on: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possiblecoronavirus-covid-19-infection>
- All staff completed the Virtual College - An Introduction to Infection Prevention and Control online course by 2nd October 2021. <https://www.virtual-college.co.uk/courses/health-and-safety/introduction-to-infection-prevention>

Covid 19 Risk Assessment: School, Pupil & Staff.

Hazard Observed	Children will transmit infection to the home environment	
Who may be harmed?	Family members including those who are vulnerable	
Control measures by	All staff, Parents, Children.	
Risk rating before controls	Control measure/notes	Risk rating after controls
	<ul style="list-style-type: none"> • Used tissues to be placed by the child in a lidded bin. • Children will wear uniforms to school. Children will come to school in their PE kit on the relevant day. 	

Hazard Observed	Infection may be transmitted via the physical school environment	
Who may be harmed?	Children Staff Family members others	
Control measures by	All staff, Parents, Children and Cleaners	
Risk rating before controls	Control measure/notes	Risk rating after controls
	<ul style="list-style-type: none"> • The school to be kept sterile by the cleaners, and objects and surfaces to be frequently wiped using the wipes and sprays provided by the school. • Doors and windows to outside areas may be kept open to encourage good ventilation, if it's not too cold then this will be done. In the case where an external door cannot be used, windows may be opened. • Children should know to use only the designated toilets. 	

- Adults should wear latex gloves when performing any medical or care routines with children.
- Broken or missing items that make cleaning surfaces, objects and washing hands difficult (for instance, no wipes, broken towel dispensers, no soap) needs to be reported to a member of admin, who will make arrangements for these to be fixed/replaced.

Risk Assessment for Children (Including Well-Being Risk Assessment)

Minimal Risk	Moderate Risk	Substantial/Extreme Risk
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Hazard Observed	Who may be harmed?	Risk rating before controls	Control measure/notes	Risk rating after controls	Control measures by
Fear of contracting coronavirus	Staff, Children.		<ul style="list-style-type: none"> Child-safe hand sanitizers placed in relevant areas and good hygiene routines embedded. Opportunities for pupil voice to monitor the feelings and understanding. Parents will be unable to speak to staff directly, all enquiries to be sent to info@hafsacademy.org.uk, or parents can arrange for a call back. 		All staff, Children.
Difficulty returning to Hafs routines, expectations and ethos Feeling overwhelmed by the changes in place in	Staff, Children.		<ul style="list-style-type: none"> Behaviour expectations upheld by all staff Maintaining the usual school routine in school as far as is possible under the guidelines of the government Timetables to attempt to have the same activity happening at the same time each day as far as is possible Opportunities throughout the school day for pupil voice to be shared. 		All staff, Children.

<p>school</p> <p>Anxiety and difficulty adapting to changes in school and the environment</p>			<ul style="list-style-type: none"> • Additional transition steps in place for children identified as persistent absentees or identified anxiety needs- attendance office to apply the attendance policy in all cases. • Learning focus for the first 2 weeks will be around re-introducing face-to-face learning with pupils. This will be followed by assessment. For ks3 and year 10 the curriculum will be collapsed for the remainder of term 1a to look at gaps of learning. 		
<p>Children find relationships with other children challenging due to long periods of isolation from those outside their families</p>	<p>Staff, Children.</p>		<ul style="list-style-type: none"> • Structured timetable throughout the day to include social skill learning and social skill practising. 		<p>All staff, Children.</p>

Covid 19 Risk Assessment: School, Pupil & Staff.

Risk Assessment for Staff (Including Well-Being Risk Assessment)

Minimal Risk	Moderate Risk	Substantial/Extreme Risk
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Hazard Observed	Who may be harmed?	Risk rating before controls	Control measure/notes	Risk rating after controls	Control measures by
Fear of contracting coronavirus	Staff, Children.		<ul style="list-style-type: none"> ● The 'Coronavirus Risk Assessment' updated regularly and reflects the government guidelines, informs on what to do to keep self and others safe in school; how to respond if a child or staff member shows symptoms of the virus; PPE use and rooms. ● Government links to keeping safe in the pandemic emailed to staff at relevant points (i.e. changes to the procedures or increase of staff/children in school) as a reminder to procedures. ● The 'Coronavirus Risk Assessment' and return to school strategy to be sent via email to all staff and governors as it is updated or there is a change in procedures at school (increase of staff/children in school). ● Signs around the school to remind staff and children of cleanliness, hand washing etc. ● Hand sanitizers in school in all staff areas, including staff rooms, entrance to school, classrooms and offices. 		All staff Children, Cleaners

			<ul style="list-style-type: none"> Staff directed to complete an online course on the prevention and control of infection prior to 3rd October 2021. This will offer knowledge and guidance to give them confidence in returning. https://www.virtual-college.co.uk/courses/health-and-safety/introduction-to-infection-prevention Individual risk assessments in place for identified staff to ensure they feel safe to return. 		
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Hazard Observed	Who may be harmed?	Risk rating before controls	Control measure/notes	Risk rating after controls	Control measures by
Feeling of loss of control/trust through not understanding controls in place	Staff		<ul style="list-style-type: none"> Presence of SLT in school. Open door policies in school to Headteacher. Regularly sharing information, risk assessments, and government links. SLT reiterates the message to staff that they need to follow procedures and concerns need to be discussed with SLT rather than with other members of staff so that anxieties can be addressed and questions answered by SLT whilst also reducing the risk of spreading the anxiety among staff. Staff Meeting via zoom for training purposes and to address any concerns, keeping the rules of social isolation, before returning to school. 		All staff, Cleaner

Difficulty returning to the Hafs work ethos	Staff, Children		<ul style="list-style-type: none"> ● Safeguarding procedures and other SLT agreed policies to be sent out to staff prior to reopening to all children in September. Safeguarding training provided prior to the start of term. ● Maintaining the usual school routine in school as far as is possible under the guidelines of the government ● Staff encouraged to contact admin members or the headteacher with concerns. ● Ensuring staff take responsibility as individuals to ensure that of their own safety and others by hand sanitising before using equipment in staffroom, such as water heater, taps. 		All staff, Cleaner
Feeling overwhelmed by risk assessments and new Policies and procedures due to coronavirus	Staff, Children		<ul style="list-style-type: none"> ● Staff sent policies and procedures prior to reopening to all children in September. ● Staff take responsibility for reading and following, asking SLT questions where necessary. ● SLT open door policy ● Checklist provided for each classroom instructing staff on how to set up the classroom (e.g. ventilate room, air dry overnight sterilised toys etc.) as part of the staff handbook for October 2021 		

Anxiety over children and their reactions to the Covid19 or experiences during school closures Difficulty knowing how to support children	Staff, Children		<ul style="list-style-type: none"> ● Safeguarding procedures reminded to all staff prior to opening ● Deputy Head Teacher/ Admin available at all times for anxious children ● Head Teacher to check in on children throughout the day ● Reflection opportunities in class on a daily basis and to include all adults and all children. ● Sharing of staff experience and ideas via email to support colleagues in supporting children. ● Head Teacher available at all times for advice regarding pupils. 		All staff,
Difficulty knowing how to support anxious staff	Staff Children		<ul style="list-style-type: none"> ● All staff knowing that they must address concerns with SLT ● Staff know that they need to refer colleagues to SLT when they see the colleague as anxious. This can be done by discussing the colleague with SLT and suggesting to the colleague that they see a member of SLT and support them to do so. 		

Covid 19 Risk Assessment: School, Pupil & Staff.

School day schedule

Time	Lesson
7.30am – 11.10am	Hifz and Islamic Studies Registration taken
11.10am – 12.00pm	Lesson 1
12.00pm – 12.45pm	Lesson 2
12.45 – 1.30pm	Lunch Break
1.30pm - 2.15pm	Lesson 3
2.15pm – 3.00pm	Lesson 4
3.00pm – 3.45pm	Lesson 5/ Extra-Curricular Activities/ Booster & Intervention Classes

Mon - Thurs: School ends at 3pm

Friday: School ends at 2:15pm

Covid 19 Risk Assessment: School, Pupil & Staff.

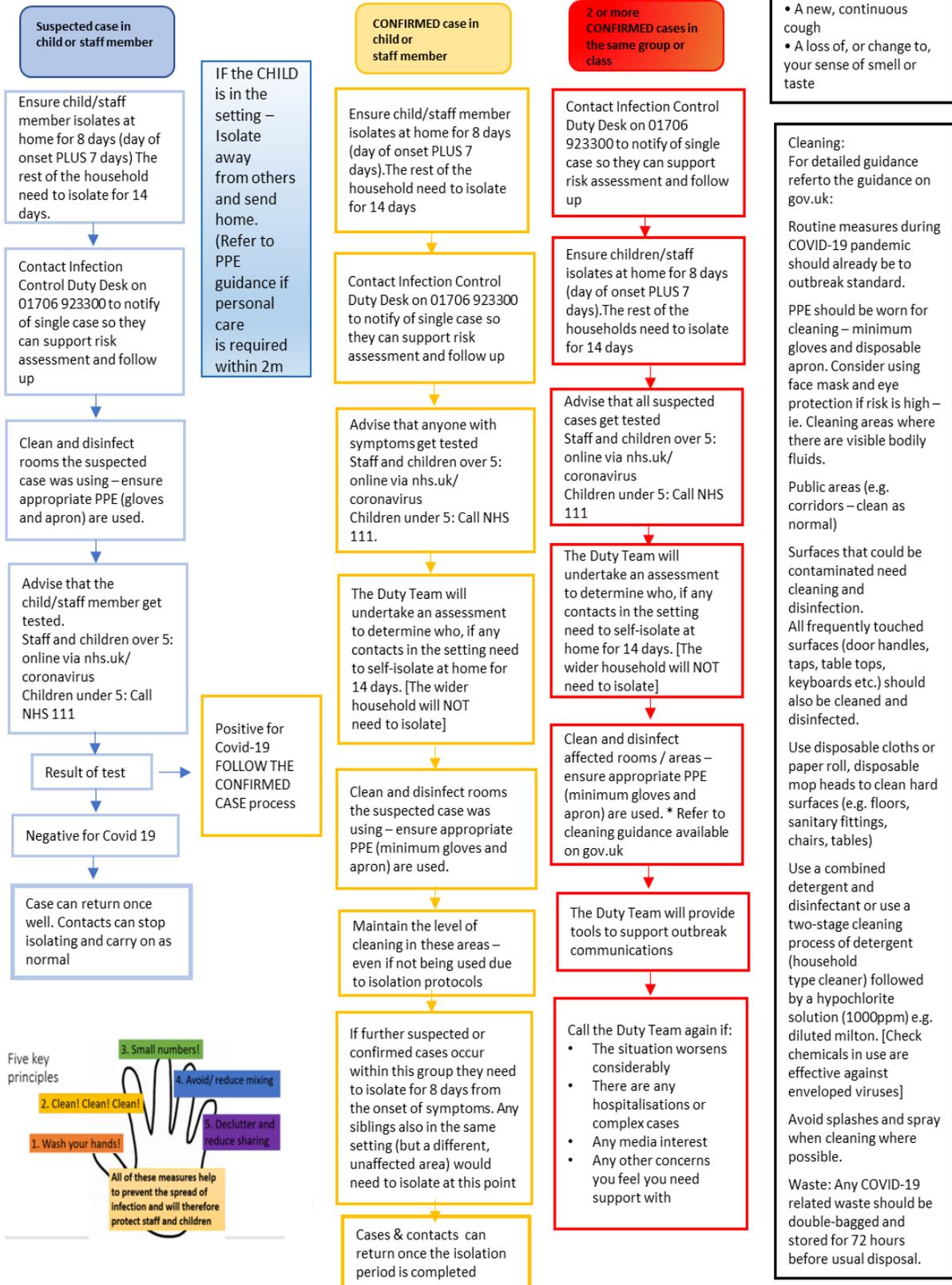
Guidance for Childcare and Educational Settings in the Management of Covid-19

Prevent the spread of infection by maintaining high standards of hygiene, including hand washing and regular cleaning and disinfection of surfaces. This will help prevent COVID-19 spreading in schools, as well as other infectious diseases. If you have any infection control concerns or questions please call the Infection Control Duty Desk (Single Point of Contact) on **01706 923300**. If the matter is not urgent you can also email

InfectionControlDutyDesk@Rochdale.Gov.UK

GUIDANCE: Visit gov.uk/coronavirus for detailed schools guidance and other guidance

TESTING: Visit nhs.uk/ask-for-a-coronavirus-test



Key Contact Information

Internal

DESIGNATED SAFEGUARDING LEAD (DSL)	MR JANYALOM RAHMAN TELEPHONE: 020 8555 4260
DEPUTY DESIGNATED SAFEGUARDING LEAD	MR NASIM HUSSAIN TELEPHONE: 020 8555 4260
DESIGNATED SAFEGUARDING TRUSTEE	MR NAJMUL ALAM TELEPHONE: 020 8555 4260

External

Local Authority Designated Officer	LADO: Nick Pratt TEL: 020 3373 3803 EMAIL: nick.pratt@newham.gov.uk.cjsm.net
Local Authority Children's Social Services (MASH)	TEL: 020 3373 4600 during office hours (Monday to Friday, 9am to 5.00pm) EMAIL: childrenstriage@newham.gcsx.gov.uk OUT OF HOURSE EMERGENCY DUTY TEAM TEL: 020 8430 2000
Support and Advice about Extremism	Emergency: 999 Non-Emergency Number:101 Local Authority: Newham Prevent Lead: Ghaffar Hussain TEL: 078136332550 EMAIL: Community.ResilienceTeam@newham.gov.uk Department for Education: Non-Emergency Number: 0207 340 7264 EMAIL: counter.extremism@education.gsi.gov.uk
NSPCC whistleblowing advice line	ADDRESS: Weston House, 42 Curtain Road, London, EC2A 3NH TEL: 0800 028 0285 EMAIL: help@NSPCC.org.uk
Disclosure and Barring Service	ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: dbsdispatch@dbs.gsi.gov.uk
Teaching Regulation Agency	ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6p m) EMAIL: Whistleblowing@ofsted.gov.uk

Schools Police Team

Key Contact: PC Hayley Ellis
MOBILE TEL: 07515772258
TEL: 0208 217 3912
EMAIL:

Policy Reviewed By

Kazi Hussain

Reviewed on: 04 September 2021

Sign:

Janyalom Rahman (Designated Safeguarding Lead)

Reviewed on 04 September 2021

Sign:

Najm Alam

Reviewed on 04 September 2021

Sign: