

# SAFEGUARDING POLICY

Reviewed: Aug 2023 | Next review: Aug 2024

Approved by:  (Chair of Governors)



## Contents

<b>Approved by: (Chair of Governors)</b> .....	1
Key External Contacts .....	4
Purpose .....	4
Whole school and college approach to safeguarding.....	4
1. Introduction to Jamea al Kauthar .....	5
2. Statutory framework .....	6
3. Terminology.....	6
4. The Jamea commitment .....	7
5. Role of the Governing Body.....	7
6. Role of the Principal.....	8
7. Role of the Principal.....	9
8. Role of the Designated Senior Lead .....	9
9. Operation Encompass.....	11
10. Role of the Key Adult .....	11
11. Role of staff.....	12
12. Safeguarding information for parents .....	14
13. Recognising abuse.....	14
14. Recognising extremism and radicalisation .....	15
Preventing radicalisation .....	17
15. Guidance on specific types of abuse.....	17
Child sexual exploitation (CSE) .....	17
Child criminal exploitation (CCE) .....	18
Child abuse linked to faith or belief .....	19
Fabricated illness .....	19
So-called honour based abuse.....	20
Female genital mutilation.....	20
Forced marriage.....	21
Child on child abuse.....	22
Child on child abuse: youth produced sexual imagery (sexting) .....	23
Child on child abuse: sexual violence and harassment between children in schools/colleges .....	25
Preventing abuse .....	27
Immediate response to a report .....	28
Considering confidentiality and anonymity .....	29
Risk assessment .....	29

Action following a report of sexual violence and/or sexual harassment.....	30
Children sharing a classroom/ boarding room: Initial considerations when the report is made ..	30
Options to manage the report.....	31
Considering bail conditions .....	33
Managing any delays in the criminal process.....	33
The end of the criminal process .....	33
Unsubstantiated, unfounded, false or malicious reports .....	33
Ongoing response.....	34
Safeguarding and supporting the victim .....	34
Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour.....	36
Discipline and the alleged perpetrator(s).....	36
Working with parents and carers .....	37
Safeguarding other children .....	37
Upskirting.....	38
Online risks .....	38
16.    Children potentially at greater risk of harm .....	39
Children who need a social worker (Child in Need and Child Protection Plans).....	39
17.    Recognising children who may be particularly vulnerable.....	39
Children and the court system .....	39
Children with family members in prison .....	39
Children who are looked after.....	39
Children with special educational needs and disabilities.....	40
County lines .....	40
Domestic abuse .....	41
Homelessness .....	41
Mental Health and Well-being .....	42
Serious violence.....	42
Other considerations.....	42
18.    Children who are absent from education.....	43
Elective Home Education (EHE) .....	43
19.    Further information on specific safeguarding issues.....	43
20.    Emergency contacts for children .....	44
21.    Dealing with safeguarding concerns and incidents .....	44
Responding to a disclosure.....	44
Responding to a concern that a child is at risk.....	45
Reporting safeguarding concerns.....	45
Responding to safeguarding concerns .....	46

Record keeping .....	47
Record transfers .....	49
Retention of child protection files.....	49
22. Support for those involved in a child protection issue.....	49
23. Independent Listeners .....	50
24. Confidentiality.....	50
25. Safer recruitment.....	50
26. Allegations against staff (teachers, headteachers, principals, volunteers, supply staff and other staff). 52	
Allegations against supply teachers .....	53
Other allegations .....	54
27. Support for staff who has been suspended.....	54
28. External speakers and charities .....	54
29. Visitors .....	54
30. Induction .....	54
31. Training and Support .....	55
32. Extended school, off-site arrangements and alternative providers.....	55
33. Related school policies.....	56
34. Missing Child Policy.....	56
Recording and follow-up.....	56
35. Concerns about Safeguarding practices .....	56
Appendix 1: Safe Working Practices .....	58
Appendix 2: Whistle Blowing Procedure .....	62
Appendix 3: Cause for Concern .....	64
Appendix 4: Body Map Guidance for Schools.....	65
Appendix 5: Child Protection File.....	69
Appendix 6: Chronology of Significant Events .....	70

Key Staff	
Designated Safeguarding Lead (DSL)	Fatema Wadee
Deputy Designated Safeguarding Lead	Maisha Chowdhury
Designated Prevent Lead	Fatema Wadee
Designated Teacher for Looked After Children	Fatema Wadee
Designated Operation Encompass Lead (Key Adult)	Fatema Wadee
Lead Governor for Safeguarding	(Maulana) Kamal Khan
Principal	(Maulana) Fazlehaq Wadee
Head Teacher	Aneesa (Apa) Soheil

Key External Contacts	
Local Authority Designated Officer (LADO):	Tim Booth Tel: 01772 536694
Police (Child Protection):	Tel: 101 (999 in an emergency)
Safeguarding Partners' website:	<a href="http://lancshiresafeguarding.org.uk">lancshiresafeguarding.org.uk</a>
Children's Safeguarding Assurance Partnership (Lancashire)	Tel: 01772 536954 Email: <a href="mailto:children.cypsafeguarding@lancashire.gov.uk">children.cypsafeguarding@lancashire.gov.uk</a>
Children's Social Care Team:	Tel: <a href="tel:03001236720">030 0123 6720</a> (8am to 8pm) or out of hours 0300 123 6722
NSPCC 24-hour help line:	Tel: 0808 800 5000
NSPCC Whistleblowing Advice Line:	Tel: 0800 0280285 (8am-8pm, Monday to Friday) Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Forced Marriage Unit:	Tel: 020 7008 0151

## Purpose

Jamea al Kauthar's Child Protection Policy provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues across all areas of the school, and the action which must be taken if there are concerns about the safety or well-being of any child. This policy also makes explicit Jamea al Kauthar's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals are handled sensitively, professionally and in ways which support the needs of the child.

## Whole school and college approach to safeguarding

Jamea adopts a whole school approach to safeguarding. The Governing body and proprietor will ensure safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

Where there is a safeguarding concern, the governing body, proprietor and school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place and will be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

There are three main elements to our Safeguarding Policy:

- **PREVENTION** by creating a positive school ethos, teaching and providing pastoral support to students.
- **PROTECTION** by following agreed procedures; ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
- **SUPPORT** to students and Jamea staff and to children who may have been abused or who may have been involved in ensuring the well-being of the victim.

This policy applies to:

- All members of Jamea al Kauthar's community (trustees, governors, teachers, administration staff, supply staff, catering staff, and all other assistants).
- To all adults from outside the Jamea who have close contact with students (mentors, careers offices, EWOs, support teachers and the social service department).

All new staff will be fully inducted so that they are able to contribute towards safeguarding and promoting the welfare of young people. This includes ensuring new staff are:

- aware of the school's policies and procedures for promoting the wellbeing of young people
- provided with adequate training on safeguarding issues; and
- introduced to the Designated Senior Lead and Deputy who have responsibility for safeguarding.

## 1. Introduction to Jamea al Kauthar

Establishment purpose: Jamea al Kauthar was established to provide an opportunity to study the traditional Islamic sciences concurrently with secondary and further education in a safe, secure and happy environment.

In line with the Prophetic saying, "Seeking knowledge is incumbent upon every Muslim", Jamea aims to encourage each student to discover their full potential and to develop it within an Islamic framework. Jamea has high expectations of its students, not only academically but also Islamically in standards of behaviour, appearance and courtesy both inside and outside the Jamea.

In an Islamic institution, the spirit of Islam should be at the heart of all aspects of Jamea life. The Islamic elements cannot be separated from other elements. They should encompass all aspects of the curriculum. The teacher/student relationship is important and should be based upon respect and trust. The relations of teachers to each other and of students to their peers are equally crucial. Jamea al Kauthar recognises the contribution it can make to protect children and support students in Jamea.

**Mission statement:** Jamea al Kauthar is dedicated to welcoming students into an Islamic environment which is safe, vibrant, and enriching. We aspire to cultivate a strong sense of spirituality, morality and scholarship within our students, inspiring our learners of today to graduate as the able, confident citizens and outstanding role models of tomorrow.

In line with its moral and legal duty to comply with the correct safeguarding legislation, Jamea has systems in place which are designed to:

- to prevent unsuitable people working with, or coming into contact with students within school;
- to identify students who may be susceptible to messages of violence and radicalisation and take appropriate action to ensure early intervention challenges extreme ideologies and diverts young people from the risk they face before illegality occurs;
- to promote safe practice and challenge poor or unsafe practice;
- to contribute to effective partnership working between all those involved with providing services for students;
- to give clear guidance to all staff with procedures to follow if a child discloses abuse or a member of staff suspect's abuse through this policy;
- to integrate a child protection curriculum into the existing curriculum allowing continuity and progression through all stages of education;
- to operate this policy in line with the stated values of Jamea al Kauthar.

Jamea aims:

- to ensure that all practices of a school contribute towards the safeguarding and promoting of the welfare of all of our young people – the students' welfare is of paramount importance.
- to emphasise how the safeguarding and promoting of the welfare of all of our young people is the primary responsibility of all staff, volunteers and governors.
- to detail the procedures to follow to ensure the safe recruitment of staff, governors and volunteers to a school.
- To outline the safe working practices that all staff, governors and volunteers should undertake when working with young people at a school.
- to communicate clear procedures for identifying, reporting and recording suspected cases of abuse, extremism and radicalisation.

- to support the mission and values of Jamea

## 2. Statutory framework

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

- Department for Education (DfE) guidance “Keeping Children Safe in Education” 2023
- DfE guidance “Working Together to Safeguard Children” issued in 2018;
- DfE guidance “What to Do If You’re Worried A Child Is Being Abused” issued in 2015;
- DfE guidance “Disqualification Under the Childcare Act 2006” issued in 2015;
- Home Office guidance “Prevent Duty Guidance in England and Wales” issued in 2015 and the associated “The prevent duty: for schools and childcare providers” subsequently issued by DfE in 2015;
- Home Office guidance “Channel: Protecting Vulnerable People from Being Drawn into Terrorism” issued in 2015 and “Channel: Vulnerability Assessment Framework” issued in 2012.
- Charity Commission guidance on charity and trustee duties to safeguard children.
- The document ‘Keeping Children Safe in Education’ – DfE, September 2023) must be read in conjunction with this policy and should be kept as an appendix to this policy.

## 3. Terminology

- **Safeguarding and promoting the welfare of children** is defined for the purposes of this policy 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 (Keeping Children Safe in Education, DfE, 2023).
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm (Children Act 1989).
- **Child in Need** refers to a child that is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority (Children Act 1989).
- **Early help** means providing support as soon as a problem emerges at any point in a child’s life. It relates to those children and young people at risk of harm (but who have not yet reached the “significant harm” threshold and for whom a preventative service would reduce the likelihood of that risk or harm escalating). Early help requires a collaborative approach from all agencies, including schools, with the active involvement of children, young people, families and carers.
- **Radicalisation** refers to the process by which a person comes to support terrorism extremist ideologies associated with terrorist groups (Revised Prevent Duty Guidance for England and Wales).
- **Extremism** is 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 (Prevent Strategy, Home Office, 2011).
- **Non-violent extremism** is extremism, as defined above, which is not accompanied by violence (Prevent Duty Guidance, Home Office, 2015).
- The current UK definition of **‘terrorism’** is given in the Terrorism Act 2000 (TACT 2000). In summary, this defines terrorism as 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 (Prevent Duty Guidance, Home Office, 2015).
- An **ideology** is a set of beliefs (Prevent Strategy, Home Office, 2011).
- **Female Genital Mutilation (FGM)** is a procedure involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse (Keeping Children Safe in Education, DfE, 2023).
- **Upskirting** refers to the act of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks (with or without clothing). Despite the name, anyone (including both students and teachers), and any gender, can be a victim of upskirting.
- The term **‘allegation’** means where it is alleged that a person who works with children 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 they may pose a risk of harm to children or behaved or may have behaved in a way that indicates they may not be suitable to work with children.

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This would also include, for example, those who are not directly employed by the school or setting, e.g. local authority staff, governors, or trustees.
- **Child/children** refers to children and young people under the age of 18 years. However, the principles of the document apply to professional behaviours towards all students, including those over the age of 18 years. 'Child' should therefore be read to mean any student at the education establishment.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents or legal guardian (s).

#### 4. The Jamea commitment

Jamea al Kauthar recognises that high self-esteem, confidence, peer support, and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering abuse.

Jamea al Kauthar will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to. Staff members are aware that children should not be ignored and as part of the Deeni Ethos ensure that students are supported in developing their personality. Students at Jamea al Kauthar also have access to Independent Listeners, Child Care Line and comments/suggestions/complaints box;
- ensure that children know that there are adults in the Jamea who they can approach if they are worried or are in difficulty. Students are encouraged to approach adults with their concerns. Assemblies on return from Holidays remind students that their concerns are important and that they should approach a member of staff if they are worried or in difficulty;
- ensure students are aware of the Safeguarding (Child Protection) Policy and the Designated Safeguarding Lead and deputy;
- include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse. The curriculum includes subjects such as PSICHE and Islamic Studies to raise student's awareness and to build confidence so the students have a range of contacts and strategies to ensure their own protection and to understand the importance of protecting others. The curriculum will also promote the spiritual, moral, cultural, mental and physical development of young people;
- Play a crucial role in preventative education that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment;
- include in the curriculum material that which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- ensure it has appropriate online filters and monitoring systems in place;
- develop and deliver a curriculum to safeguard children online, including information on the ways in which social media is used to radicalise young people;
- implement systems to ensure children are safe from terrorist and extremist material when accessing the internet in school, including establishing appropriate levels of filtering;
- embed the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs in the curriculum and all activities in and out of school;
- have a clear set of values and standards, upheld and demonstrated throughout all aspects of Jamea life. These will be underpinned by the behaviour policy, pastoral support system, the PSICHE and RSE delivery and reinforced throughout the whole curriculum;
- ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies; and
- make arrangements for consulting with and listening to students through the Student Council, displays and suggestion boxes to ensure children and young people have safe spaces to discuss sensitive topics including terrorism and extremist ideologies.

#### 5. Role of the Governing Body

The Governing Body will:



- ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare
- receive a termly update on safeguarding as part of the Principal's Report
- ensure Jamea complies with their duties under legislation;
- ensure all staff have read at least part one of Keeping Children Safe in Education 2023;
- ensure that Jamea contributes to multi and interagency working in line with Working Together to Safeguard Children (DfE, 2018). This includes early help, child in need and child protection assessments;
- Review the Safeguarding Policy annually to ensure it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt; and is available publicly either via the school website or by other means.
- Ensure that Jamea has clear procedures for dealing with allegations of abuse against members of staff and volunteers that comply with locally agreed guidance and Keeping Children Safe in Education (2023);
- Ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures that are in place in the school are effective and support the delivery of a robust whole school approach to safeguarding;
- Ensure that policies adopted by the governing body are disseminated, followed and understood by staff;
- Ensure that the school's policies and procedures refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners;
- Take a proportionate risk-based approach to the level of information that is provided to temporary staff and volunteers.
- Wherever possible, the school will hold more than one emergency contact number for their pupils.
- Ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.
- Whilst considering training requirements, the governors will have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.
- appoint a member of staff from the senior leadership team for the role of Designated Safeguarding Lead (DSL);
- consider how children may be taught about safeguarding, Online Safety, Fundamental British Values and RSHE, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- 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;
- ensure there is a written recruitment and selection procedure that includes the requirement for appropriate pre-employment checks and at least one person on any appointment panel has undertaken safer recruitment training;
- be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and their local multi-agency safeguarding arrangements.
- ensure the School has appropriate filters and monitoring in place to ensure children are safeguarded from potentially harmful and inappropriate online material;
- ensure all staff fulfil their statutory duty to report to the police any discovery that Female Genital Mutilation appears to have been carried out on a girl under 18;
- ensure there are procedures in place to handle allegations of abuse of children against other children;
- ensure there are 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 the future; and
- ensure all systems within School have the child's best interest at heart.

## 6. Role of the Principal

The Principal will:



- ensure that the Safeguarding (Child Protection) Policy and procedures are implemented and followed by all staff;
- ensure the Designated Safeguarding Lead(s) is 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;
- ensure all staff receive induction training, regular updates on child protection issues and annual safeguarding training on child protection issues;
- appoint an investigating officer to be the case manager who will liaise with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer;
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures;
- ensure that students' safety and welfare is addressed through the curriculum;
- ensure appropriate arrangements are in place to ensure staff fulfil their statutory duty to report to the police any discovery that Female Genital Mutilation appears to have been carried out on a girl under 18;
- ensure Jamea has arrangements in place to fulfil its duty to have "due regard to the need to prevent people from being drawn into terrorism"; and
- ensure Jamea has arrangements in place to monitor and respond to children who go missing from education.

## 7. Role of the Principal

The Principal will:

- be notified of all referrals and allegations concerning Child Protection; and
- will make regular contact with the DSL to oversee the implementation of the policy and to review on an annual basis.

## 8. Role of the Designated Senior Lead

The Designated Safeguarding Lead will be a member of the Senior Leadership Team and will take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). All safeguarding concerns, suspicions and disclosures are reported to Jamea's Designated Senior Lead for Safeguarding and Child Protection. The Designated Safeguarding Lead (and deputy) will be the most appropriate person to advise on the response to safeguarding concerns as they are most likely to have a complete safeguarding picture.

### **Manage referrals**

The DSL will:

- refer cases of suspected abuse to the Local Authority Children's Social Care team 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
- refer cases where a crime may have been committed to the Police as required
- ensure that all allegations against teachers and other adults working within Jamea community are referred to the principal; and
- refer cases where a crime may have been committed to the Police as required.

### **Work with others**

The DSL will:

- act as a point of contact with the three safeguarding partners;
- liaise with the Safeguarding Partners to ensure Jamea works together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs;
- liaise with the three Safeguarding Partners to safeguard and promote the welfare of children, by setting out how Jamea will work together with the Safeguarding Partners and with any relevant agencies.

- liaise with the principal to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult.
- 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 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 staff.

## **Training**

The DSL (and deputy) will

- undergo training to provide them with the knowledge and skills required to carry out the role. This training is to be updated at least every two years.
- undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills will be refreshed (via e-bulletins, meeting other Designated Safeguarding Leads, and taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- understand the assessment process for providing early help and 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 to do so;
- ensure each member of staff has access to and understands Jamea’s child protection policy and procedures, especially new and part time staff;
- be alert to the specific needs of children in need, those with special educational needs; young carers and those with an allocated social worker;
- 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 Jamea and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- understand and ensure staff understand 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.
- not provide pupils’ personal data where the serious harm test under the legislation is met and ensure other staff do not provide personal data in these circumstances also;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support Jamea 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 up to date capability required to keep children safe whilst they are online at school or college;
- ensure there is appropriate filtering and monitoring in place to keep children safe online, and to help ensure students are safeguarded from the three main categories of risk.
- can recognise the additional risks that children with SEN and disabilities (SEND) face online and offline, 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 Jamea may put in place to protect them.

## **Raise Awareness**

The DSL will:

- Make herself (and any deputies) known to all members of school staff including boarders e.g. monitors responsible for certain duties and ensure that they have had training in child protection relevant to their needs and that they are able to identify and report concerns.
- ensure Jamea's child protection policies are known, understood and used appropriately;
- ensure Jamea's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of Jamea in this;
- link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements; and
- ensure that the curriculum offers opportunities for raising students' awareness and developing strategies in areas such as safe environment, protective behaviour, personal safety, bullying, racial awareness and internet safety. Also, to include child protection issues within sex education (taught in science and PSHE). This may also include covering relevant issues through Relationships and Sex Education (for all secondary pupils).
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff
- ensuring that the school staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort
- support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

In managing referrals, the Designated Safeguarding Lead will:

- refer all cases of suspected abuse to the Local Authority Children's Social Care team and: the Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member);
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child);
- use the NPCC guidance for when to call the police;

During term time the Designated Safeguarding Lead (or a deputy) will always be available (during school hours) for staff in Jamea to discuss any safeguarding concerns. Jamea and DSL will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

## 9. Operation Encompass

Jamea is part of Operation Encompass. As part of Operation Encompass, the police will share information about domestic abuse incidents with the school prior to the start of the next school day when they have been called to a domestic incident. This will allow Jamea to put in place appropriate intervention and support for any child/ren affected by domestic abuse.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

**Key adults:** Fatema Wadee (DSL) and Maisha Chowdhury (Deputy DSL)

## 10. Role of the Key Adult

The Key Adult:

- will be level three child protection trained, be the Designated Safeguarding Lead or Deputy DSL and will have attended the Key Adult briefing;
- will ensure that the most up to date contact information has been shared with the police;
- cascade the principles of Operation Encompass to all Deputy Designated Safeguarding Leads;
- lead training for all school staff about Operation Encompass, the prevalence of domestic abuse and the impact of this abuse on children;

- will ensure that all teaching staff understand the confidential nature of any information passed to them and that this information must be treated in the same way as any other child protection information given by other partners such as Social Care;
- will ensure that the support put in place does nothing that puts the child/ren or the non-abusing adult at risk;
- will ensure that parents are fully aware that the school is an Operation Encompass school;
- will ensure that Operation Encompass information is stored in line with all other confidential safeguarding and child protection information; and
- will ensure that the termly Safeguarding report to Governors will also include information about Operation Encompass. All information will be anonymised for these reports.

## 11. Role of staff

Abuse of children in attendance at Jamea al Kauthar is most likely to be first noticed by teaching staff. Teachers bring a number of particular advantages to the recognition of child abuse, such as:

- they have regular and frequent opportunities to observe children, including opportunities to observe changes in their behaviour;
- they have an ongoing relationship with children, who may confide in them about difficulties that they are experiencing;
- they have knowledge of the wide range of behaviour likely to be seen in children of a particular age; and
- they have opportunities to observe the response of a group of children to particular situations. They will, therefore, be sensitive to surprising or unusual responses.

All staff have a responsibility to provide a safe environment in which children can learn. All staff should be prepared to identify children who may benefit from early help who are suffering, or are likely to suffer, significant harm or who express extremist ideologies and are thus vulnerable to radicalisation and to take appropriate action, working with other services as needed.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

All staff are expected to:

- read at least part one of the DfE guidance document 'Keeping Children Safe in Education' 2023;
- be aware of systems within the School which support safeguarding (e.g. Safeguarding Policy, Staff Code of Conduct, identity and role of the Designated Safeguarding Lead) and how to report safeguarding concerns;
- be aware of the early help process and understand their role in it, including liaising with the Designated Safeguarding Lead, sharing information and in some cases acting as the lead professional. The following indicators help staff recognise the potential need for early help:
  - the child is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
  - the child is at risk of modern slavery, trafficking or exploitation;
  - the child is showing early signs of abuse and/or neglect
  - the child is at risk of being radicalised or exploited;
  - the child is a privately fostered child (Keeping Children Safe in Education, DfE, 2023)
- be familiar with, and implement, safe working practices outlined in this policy (see **Appendix 1**) and other school procedures;
- be familiar with and alert to the key indicators of abuse, neglect and vulnerability to radicalisation;
- be aware that children being absent, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities;
- ensure that they take all reasonable steps to minimise the risk of harm to young people at the Jamea;
- ensure that they take all reasonable steps to minimise the risk of harm to young people at the School and home;

- ensure they take all reasonable steps to challenge extremist ideologies;
- contribute to a supportive culture where young people are able to report concerns;
- be aware of their local early help process and understand their role in it;
- be aware of the process for making referrals to children's social care and for statutory assessments that may follow a referral, along with the role they might be expected to play in such assessments;
- contribute to a supportive culture where young people are able to report concerns;
- should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them;
- involve the appropriate member/s of staff when a child informs them that he/she is being abused (Keeping Children Safe in Education, DfE, 2023);
- should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
- will receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. The training will be regularly updated. In addition, all staff will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- complete the relevant documentation for referral to the DSL whether this is following a disclosure from a student or registering a concern;
- report any abuse, suspected abuse or concerns regarding extremism/radicalisation to the Designated Senior Lead or deputy immediately and where required support social workers to take decisions about individual children;
- report any concerns regarding the behaviour of an adult working in Jamea to the Principal; and if the concern is regarding the Principal, then report this to the Chair of Governors
- undertake regular safeguarding, child protection and prevent training;
- deliver lessons that deal with issues related to safeguarding;
- maintain an attitude of 'it could happen here'. When concerned about the welfare of a child, staff should always act in the best interests of the child;
- be clear as to the School's policy and procedures with regards to child on child abuse (Keeping Children Safe in Education, DfE, 2023);
- liaise with the Designated Safeguarding Lead to report to the police any discovery that Female Genital Mutilation appears to have been carried out on a girl under 18;
- discuss any concerns with the Designated Safeguarding Lead relating to possible indicators that a child may be vulnerable to Female Genital Mutilation;
- be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:
  - bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence and sexual harassment;
  - sexting (also known as youth produced sexual imagery);
  - initiation/hazing type violence and rituals.
  - promote the fundamental British values, including democracy, the rule of law, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs.

### **Non-teaching/ancillary staff**

As with teaching staff, non-teaching staff have a responsibility to observe and report any suspicions or evidence of abuse or non-accidental injury. All non-teaching/ancillary staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the DSL. Beyond the initial reporting of suspected child abuse, non-teaching/ancillary staff have a clearly

restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.

## 12. Safeguarding information for parents

Jamea will ensure the Safeguarding (Child Protection) Policy is available publicly via Jamea's website and parents are aware of the fact that referrals about suspected abuse or neglect and vulnerability to radicalisation may be made and the role of Jamea in this. Parents will be expected to support Jamea's ethos and the Safeguarding (Child Protection) Policy by demonstrating mutual respect and tolerance for all, promoting fundamental British values and rejecting all forms of discrimination and extremism.

## 13. Recognising abuse

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. They should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Abuse is 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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

Possible signs of physical abuse include:

- any injuries not consistent with the explanation given for them;
- injuries which occur to the body in places which are not normally exposed to falls or rough games;
- injuries which have not received medical attention;
- reluctance to change for, or participate in, games;
- bruises, bites, burns and fractures, for example, which do not have an accidental explanation;
- the child gives inconsistent accounts for the cause of injuries.

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

Possible signs of emotional abuse include:

- depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy;
- obsessions or phobias;
- sudden underachievement or lack of concentration;
- seeking adult attention and not mixing well with other children;
- sleep or speech disorders;
- negative statements about self;
- highly aggressive or cruel to others;
- extreme shyness or passivity;
- running away, stealing and lying.



**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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Possible signs of sexual abuse include:

- the child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age;
- sexual activity through words, play or drawing;
- repeated urinary infections or unexplained stomach pains;
- the child is sexually provocative or seductive with adults;
- inappropriate bed-sharing arrangements at home;
- severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations;
- eating disorders such as anorexia or bulimia.

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

Possible signs of neglect include:

- dirty skin, body smells, unwashed, uncombed hair and untreated lice;
- clothing that is dirty, too big or small, or inappropriate for weather conditions;
- frequently left unsupervised or alone;
- frequent diarrhoea;
- frequent tiredness;
- untreated illnesses, infected cuts or physical complaints which the carer does not respond to;
- frequently hungry;
- overeating junk food.

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should speak to the Designated Safeguarding Lead (or deputy).

Departmental advice 'What to do if you are worried a child is being abused- Advice for practitioners' (March 2015) provides more information on understanding and identifying abuse and neglect. The NSPCC website (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>) also provides useful additional information on types of abuse and what to look out for.

#### 14. Recognising extremism and radicalisation

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on schools to have "due regard to the need to prevent people from being drawn into terrorism". 'Having due regard' means that schools should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

The following guidance provides examples of potential indicators for assessing an individual's vulnerability to being drawn in terrorism. The examples are not exhaustive and vulnerability may manifest itself in other ways; there is not a simple profile. The guidance is written with regard to the



Home Office guidance “Channel: Protecting Vulnerable People from Being Drawn into Terrorism” (2015) and “Channel: Vulnerability Assessment Framework” (2012).

**Engagement:** Example needs, susceptibilities, motivations and contextual influences that make individuals **vulnerable** to engagement with an extremist group, cause or ideology include:

- feelings of grievance and injustice
- feeling under threat
- a need for identity, meaning and belonging
- a desire for status
- a desire for excitement and adventure
- a need to dominate and control other
- susceptibility to indoctrination
- a desire for political or moral change
- opportunistic involvement
- family or friend’s involvement in extremism
- being at a transitional time of life
- being influenced or controlled by a group
- relevant mental health issues

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
- their 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)
- attempts to recruit others to the group/cause/ideology
- communications with others that suggest identification with a group/cause/ideology.

**Intent to cause harm:** Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mind-set that is associated with a **readiness to use violence** and address what the individual would do and to what end. They can include:

- over-identification with a group or ideology
- ‘Them and Us’ thinking
- dehumanisation of the enemy
- attitudes that justify offending
- harmful means to an end
- harmful objectives.

Example indicators that an individual has an **intention to 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 now
- expressing attitudes that justify offending on behalf of the group, cause or ideology
- condoning or supporting violence or harm towards others
- plotting or conspiring with others.

**Capability to cause harm:** Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Example indicators that an individual is capable of directly or indirectly causing harm include:

- having a history of violence
- being criminally versatile and using criminal networks to support extremist goals

- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills)

### Preventing radicalisation

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

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause (KCSIE 2023).

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

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include a Prevent referral.

## 15. Guidance on specific types of abuse

### Child sexual exploitation (CSE)

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator, and/or through violence or the threat of violence. 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. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (DfE, 2017).

Child sexual exploitation:

- 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;
- can still be abuse even if the sexual activity appears consensual;
- can take place in person or via technology, or a combination of both;
- may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing.
- may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- 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);

- can occur with the child may not realising they are being exploited e.g. they believe they are in a genuine romantic relationship.
- 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;
- is typified by some form of power imbalance in favour of those perpetrating the 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; and
- involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

Some of the following signs may be indicators of child sexual exploitation:

- acquisition of money, clothes, mobile phones etc without plausible explanation;
- gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school;
- leaving home/care without explanation and persistently going missing or returning late;
- excessive receipt of texts/phone calls;
- returning home under the influence of drugs/alcohol;
- inappropriate sexualised behaviour for age/sexually transmitted infections;
- evidence of/suspicions of physical or sexual assault;
- relationships with controlling or significantly older individuals or groups
- multiple callers (unknown adults or peers);
- frequenting areas known for sex work;
- concerning use of internet or other social media;
- increasing secretiveness around behaviours; and
- self-harm or significant changes in emotional well-being.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

All responses will pay regard to the DfE advice 'Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation'.

### Child criminal exploitation (CCE)

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

- in exchange for something the victim needs or wants, and/or
- for the financial or other advantage of the perpetrator or facilitator and/or
- 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 forced to shoplift or pickpocket, or to threaten other young people. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims

is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

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 and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Children who have been exploited will need additional support to help maintain them in education.

### Child abuse linked to faith or belief

Faith abuse is the belief in concepts of witchcraft and spirit possession, demons or the devil acting through children.

In working to identify to identify such child abuse it is important to remember every child is different. Some children may display a combination of indicators of abuse whilst others will attempt to conceal them. There are a range of common features across identified cases. These indicators of abuse, which may also be common features in other kinds of abuse, include:

- a child's body showing signs or marks, such as bruises or burns, from physical abuse;
- a child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children;
- a child's personal care deteriorating, for example through a loss of weight, being hungry, turning up to school without food or lunch money, or being unkempt with dirty clothes and even faeces smeared on to them;
- it may be directly evident that the child's parent or carer does not show concern for or have a close bond with the child;
- a child's attendance at school becoming irregular or the child being taken out of school altogether without another school place having been organised, or a deterioration in a child's performance at school;
- a child reporting that they are or have been accused of being 'evil', and/or that they are having the 'devil beaten out of them'.

All staff should be alert to the indicators above and should be able to identify children at risk of this type of abuse and intervene to prevent it.

### Fabricated illness

Fabricated or induced illness (FII) is a form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. FII is also known as "Munchausen's syndrome by proxy" (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).

FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness. Behaviours in FII include a parent or other carer who:

- persuades healthcare professionals that their child is ill when they are perfectly healthy;
- exaggerates or lies about their child's symptoms;
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes;

- deliberately induces symptoms of illness – for example, by poisoning her/his child with unnecessary medication or other substances.

### So-called honour based abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and other such practices such as breast ironing.

Staff will be aware that abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. The school will be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of so-called HBA regardless of motivation are abuse and will be handled and escalated as such.

If in any doubt, staff should speak to the Designated Safeguarding Lead immediately.

### Female genital mutilation

Female genital mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Signs FGM may be imminent include:

- it may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin;
- a professional may hear reference to FGM in conversation, for example a girl may tell other children about it;
- a girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman';
- girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk;
- parents seeking to withdraw their children from learning about FGM.

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

- a girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable;
- a girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating;
- a girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems;
- a girl or woman may have frequent urinary, menstrual or stomach problems;
- there may be prolonged or repeated absences from school or college;
- a prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
- a girl or woman may be particularly reluctant to undergo normal medical examinations;
- a girl or woman may confide in a professional;
- a girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear;
- a girl may talk about pain or discomfort between her legs.

Where staff have a concern, Jamea will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

In line with Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), the School and its staff will fulfil the statutory duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

## 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. It is different from an arranged marriage where both parties agree with the marriage. Forced marriage is against the law as it is a violation of a person's human rights and cannot be justified on religious or cultural grounds. Staff may find more information on the Forced Marriage Act 2007.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

All Jamea staff need to be aware when reporting forced marriage that it is dealt with promptly. If the perpetrator becomes aware that the forced marriage is being investigated, it can place the child at risk of being sent abroad immediately, disappearing and even murdered. Upon discovering and reporting a forced marriage, school staff should not liaise with the child's family, unless this has been agreed following the risk assessment from social care/police. When reporting Jamea staff must report any siblings they are aware of within the household too, this includes males. Siblings may also be at potential risk.

Possible indicators that a student may be at risk of forced marriage include:

- a child may appear anxious, depressed and emotionally withdrawn with low self-esteem;
- a child may have mental health disorders and display behaviours such as self-harming, self-cutting or anorexia;
- sometimes a child may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol;
- a child may present with a sudden decline in their performance, behaviour, engagement, aspirations or motivation;
- a child may discuss an upcoming family holiday that they are worried about;
- the child may have fears that they will be taken out of education and kept abroad;
- a decline in punctuality which may be the result of having to "negotiate" their way out of the house;
- a child may be withdrawn from school by those with parental responsibility, and not provided with suitable education at home;
- a child running away from home;
- no time allowed for extra-curricular activities;
- surveillance of the child by siblings or cousins;
- family history of older siblings leaving education early and marrying early;
- the child or other siblings within the family reported as missing;
- reports of Domestic Abuse, harassment or breaches of the peace at the family home;
- reports by the child of rape or kidnap;
- reports by the child of threats to kill, and attempts to kill or harm by the perpetrator

If you suspect that someone is being forced to get married, you must contact the DSL (or deputy) immediately. Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage>. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmufcdo.gov.uk](mailto:fmufcdo.gov.uk).



## Child on child abuse

Children may be harmed by other children or young people. This can happen both inside and outside of school or online. Staff should recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

Staff will be aware of the harm caused by bullying and will use Jamea's anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.

All staff should understand, that even if there are no reports in school it does not mean it is not happening, it may be the case that it is just not being reported. If staff have any concerns regarding child on child abuse they should speak to their designated safeguarding lead (or deputy).

The school has a zero-tolerance approach to abuse. It should never be passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based, sexual and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- gender based violence
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- Gang-affected young women are particularly vulnerable to being sexually exploited for protection, status, drugs or money.
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The school will have:

- procedures to minimise the risk of child on child abuse;
- systems in place which are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously;
- how allegations of child on child abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other children affected by child on child abuse will be supported.

Staff should be aware that is more likely that girls will be victims and boys' perpetrators, but that all child on child abuse is unacceptable and will be taken seriously.

Jamea has put in place safeguards to reduce the likelihood of child on child allegations as outlined in this policy and is alert to the indicators of abuse.

Incidents of child on child abuse will be dealt in line with the normal Jamea safeguarding procedures.

In dealing with child on child abuse, Jamea recognises:



- that child on child abuse often occurs in the same school or neighbourhood, thus it is important any response takes account of how a network of peer relationships is affected;
- the relationship between sexual exploitation, serious youth violence, and teenage relationship abuse, and the need to ensure it is recognised when young people are experiencing multiple forms of abuse;
- that young people who have experienced abuse and exploitation can also be groomed to abuse their peers, requiring a much more holistic approach to safeguarding;
- that different gender issues can be prevalent;
- that child on child abuse can be influenced by the nature of the environments in which young people spend their time (e.g. exposure to violence on the streets, exposure to harmful social norms related to gender, relationships and consent);
- that child on child abuse hinges upon young people's experiences of power, and ultimately the notion of consent (while young people who abuse their peers have power over the young person they are harming, they may be simultaneously powerless in relation to some peers who are encouraging their behaviour or in the home where they are being abused).

Jamea also recognises that an alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Any decision on action in respect of the alleged perpetrator must be based on the risk they pose to other children and what can be done to minimise this risk. Assessment of an alleged perpetrator's needs will include consideration of:

- the nature, extent and context of the abusive behaviours;
- the young person's development and family and social circumstances;
- whether the young person appears to pose a continuing risk and, if so –
- who is likely to be at risk from him/her, and the nature and degree of the risk
- the young person's need for services, both those which relate to his/her harmful behaviour and other significant needs;
- whether the young person is also at risk of significant harm and should be the subject of a child protection conference; and
- whether action is to be taken within the criminal justice system.

Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

#### Child on child abuse: youth produced sexual imagery (sexting)

There is no clear definition of sexting, however, Jamea adopts the UK Council for Child Internet Safety definition and advice for dealing with 'youth produced sexual imagery' as set out in 'Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People'.

Youth produced sexual imagery includes incidents where:

- a person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18;
- a person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- a person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

Youth produced sexual imagery does not include:

- the sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police;
- young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal:

- it is an offence to possess, distribute, show and make indecent images of children;
- the Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.
- The law criminalising indecent images of children was created long before mass adoption of the internet, mobiles and digital photography. Despite this, young people who share sexual imagery of themselves, or peers, are breaking the law.

Incidents of sexting will be dealt in line with the normal Jamea safeguarding procedures.

In responding to an incident or disclosure regarding youth produced sexual imagery, Jamea will aim to establish:

- whether there is an immediate risk to a young person or young people;
- if a referral should be made to the police and/or children's social care;
- if it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed;
- what further information is required to decide on the best response;
- whether the imagery has been shared widely and via what services and/or platforms - this may be unknown;
- whether immediate action should be taken to delete or remove images from devices or online services;
- any relevant facts about the young people involved which would influence risk assessment;
- if there is a need to contact another school, college, setting or individual;
- whether to contact parents or carers of the students involved - in most cases parents should be involved, unless informing the parent will put the young person at risk of harm.

An immediate referral to police and/or children's social care will be made if, at this initial stage:

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

If none of the above apply, then Jamea may decide to respond to the incident without involving the police or children's social care (Jamea can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care will be made in cases when the Designated Safeguarding Lead and Principal are confident that they have enough information to assess the risks to students involved and the risks can be managed within the Jamea's pastoral support and disciplinary framework and if appropriate local network of support. For example, if a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for Jamea to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, will generally be referred to police and/or children's social care.

If at the initial review stage, a decision is being made not to refer to police and/or children's social care, the Designated Safeguarding Lead will conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks. When assessing the risks, the following will be considered:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the student in the imagery?
- Are there any adults involved in the sharing of imagery?
- What is the impact on the students involved?
- Do the students involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Adults will not view youth produced imagery unless there is good and clear reason to. In making that decision, Jamea will need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved);
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report;
- is unavoidable because a student has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery, Jamea will:

- never copy, print or share the imagery; this is illegal;
- ensure viewing is undertaken by the Designated Safeguarding Lead or another member of the safeguarding team with delegated authority from the Principal;
- ensure viewing takes place with another member of staff present in the room, ideally the Principal or a member of the senior leadership team. This staff member does not need to view the images;
- wherever possible, ensure viewing takes place on school premises, ideally in the Principal's or a member of the Senior Leadership Team's office;
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery;
- record the viewing of the imagery in Jamea's safeguarding records including who was present, why the image was viewed and any subsequent actions.

If a decision is made to inform the police and any devices need to be seized and passed to the police, then the device(s) will be confiscated, turned off and placed under lock and key until retrieved by the police.

If a decision is made that other agencies do not need to be involved, consideration will be given to deleting the imagery in line with the DfE guidance 'Searching, Screening and Confiscation' which advises that schools have the power to search students' devices, search data on devices and delete youth produced sexual imagery. Jamea will not search devices and delete imagery unless there is good and clear reason to do so. The student should be asked to delete the imagery and confirm deletion.

In line with the Jamea's general safeguarding procedures, all decisions and actions, including dates and times and reasoning will be logged.

#### [Child on child abuse: sexual violence and harassment between children in schools/colleges](#)

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. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003, as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

Consent, as referred to in the Sexual Offences Act 2003, is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom.

Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. Schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence), and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of under 18s is a criminal offence.
  - sharing of unwanted explicit content
  - sexualised online bullying
  - unwanted sexual comments and messages, including, on social media
  - sexual exploitation; coercion and threats, and
  - coercing others into sharing images of themselves or performing acts they're not comfortable with online.

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). HSB can occur online and/or face-to-face and can also occur simultaneously between the two.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

It is important that all victims are taken seriously and offered appropriate support. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, students and school staff are supported and protected as appropriate.

Jamea al Kauthar recognises the challenge that young people face in talking about such issues and so learning opportunities should aim to develop confidence in our pupils so that they feel they can communicate about safeguarding issues, including asking questions and disclosing concerns. The school believes that other underpinning preventative learning about issues such as consent, healthy

relationships, online safety, recognising abusive and coercive behaviour may help to support learning about abuse. Pupils throughout the school are made aware of ways in which they can express their views and feelings on any pastoral matter. They are also given details of external agencies for additional support.

Staff should be aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours has the potential to normalise them.
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

It is important to understand that all of the above can be driven by wider societal factors beyond Jamea and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole-school approach (especially preventative education) is important.

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. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed.

As with all safeguarding concerns, it is important that in such instances staff take appropriate action in accordance with the Safeguarding (Child Protection) Policy. Staff should not assume that someone else is responding to any incident or concern. If in any doubt, staff should speak to the Designated Safeguarding Lead (or a deputy). In such cases, the basic safeguarding principles remain the same, but it is important for Jamea to understand why the victim has chosen not to make a report themselves. This discussion should be handled sensitively and with the support of children’s social care if required.

There may be reports where the alleged sexual violence or sexual harassment involves students from the same school but is alleged to have taken place away from Jamea premises, or online. There may also be reports where the children concerned attend two or more different schools. The safeguarding principles, and individual school’s duties to safeguard and promote the welfare of their students, remain the same. In such circumstances, appropriate information sharing and effective multi-agency working will be especially important.

## Preventing abuse

Jamea will be clear, in advance, about what local processes are in place and what support can be accessed when sexual violence or sexual harassment has occurred.

As such:

- if required, the designated safeguarding lead (or a deputy) should discuss the local response to sexual violence and sexual harassment with police and local authority children’s social care colleagues in order to prepare the school’s or college’s policies (especially the child protection policy) and responses, and
- the designated safeguarding lead (and their deputies) should be confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) in

sexual violence and sexual harassment and be confident as to how to access this support when required.

### Immediate response to a report

Staff should be aware that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

The school is aware that their initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

Staff are aware that it is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. 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 or their experience minimised.

Staff will be trained on how to manage a report. This will include:

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- where the report includes an online element, staff will be aware of the Searching, screening and confiscation advice (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. (<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a child is likely to disclose to someone they trust: this could be any of the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;



- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; and
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

### Considering confidentiality and anonymity

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.

Jamea will only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

The victim may ask Jamea not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

Advice should be sought from the designated safeguarding lead (or a deputy), who should consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, Jamea will be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

As a matter of effective safeguarding practice, Jamea will do all it reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

Jamea will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

### Risk assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment.

Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,



- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments will be recorded (written or electronic) and should be kept under review. At all times, the school will actively consider the risks posed to all their pupils and put adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or a deputy) will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Professional assessments will be used to inform the school's approach to support and protect their pupils and update their own risk assessment.

#### Action following a report of sexual violence and/or sexual harassment

The school will be aware of, and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's or college's initial response.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether harmful sexual behaviour has been displayed;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- importance of understanding intrafamilial harms and any necessary support for siblings following incidents;
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

All staff will act in the best interests of the child. The school will follow general safeguarding principles as set out throughout this policy. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

The starting point regarding any report should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.

#### Children sharing a classroom/ boarding room: Initial considerations when the report is made

Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) will be removed from any classes/ room they share with the victim.

The school will also carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school or college premises (including during any before or after school-

based activities) and on transport to and from the school, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school premises and school transport, should be considered immediately.

The initial report will be carefully evaluated. The wishes of the victim, the nature of the allegations and the protection of all children in the school will be especially important when considering any immediate actions.

### Options to manage the report

Every report will be considered on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that will be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school will speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. The school will still take immediate action to safeguard their children, where required.

The school will consider these four likely scenarios to manage any reports. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school or college should decide on a course of action. Consideration should be given to whether there are wider cultural issues within the school or college that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

The four scenarios are:

#### 1. Manage internally

- In some cases, for example one-off incidents, the school may deal with it internally, through the behaviour policy and by providing pastoral support.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

#### 2. Early help

- In line with managing internally, Jamea may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support.
- Jamea will endeavour to be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements.
- Safeguarding partners should publish a local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided, and designated safeguarding leads (and their deputies) will familiarise themselves with this document.
- Early help and the option to manage a report internally do not need to be mutually exclusive: Jamea will manage internally and seek early help for both the victim and
- alleged perpetrator(s).
- Whatever the response, it should be under-pinned by the principle that there is zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

#### 3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools will make a referral to local children's social care.
- At the point of referral to children's social care, the school will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision will be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) will work alongside, and cooperate with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.
- The school will not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. The designated safeguarding lead (or a deputy) will work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk assessment will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school will be immediate.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The designated safeguarding lead or a deputy will be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) will consider other support mechanisms such as early help, specialist support and pastoral support. All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

#### 4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care.
- The designated safeguarding lead (and the deputy) will be clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point will be that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. The school will follow the advice of: [When to call the police](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf)  
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>
- Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- At this stage, schools will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, the school will support the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- The designated safeguarding lead (and the deputy) will be aware of their local arrangements. In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, the school will continue to engage with specialist support for the victim and alleged perpetrator(s) as required.
- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), the designated safeguarding lead (or a deputy) will work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.
- If the school has questions about the investigation, they will ask the police. The police will help and support the school or college as much as they can (within the constraints of any legal restrictions).
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

### Considering bail conditions

The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance.

Alternatively, the person suspected of an offence could be 'released under investigation' (RUI). People released under RUI can have no conditions attached to their release from custody and it is possible for a person on bail also to have no conditions.

The school will consider what additional measures may be necessary to manage any assessed risk of harm that may arise within their institution. The school will give particular attention to the additional stress and trauma that might be caused to a victim within the institution; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc). Careful liaison with the police investigators should help to develop a balanced set of arrangements.

### Managing any delays in the criminal process

There may be delays in any case that is being progressed through the criminal justice system. Jamea will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children in the school or college. The risk assessment will help inform any decision.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), Jamea's designated safeguarding lead (or a deputy) will work closely with the police (and other agencies as required), to ensure any actions Jamea takes do not jeopardise the police investigation. If Jamea has questions about the investigation, Jamea will ask the police.

### The end of the criminal process

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all the children at the school, if it has not already, consider any suitable action in line with their behaviour policy. This process should include a review of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remains in the same school as the victim, the school will be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate with regard to the perpetrator(s)' timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school. The school will ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).

Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school or college will continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. Schools will discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is also likely to require ongoing support for what will have likely been a difficult experience.

### Unsubstantiated, unfounded, false or malicious reports

All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it as per the behaviour policy.

## Ongoing response

### Safeguarding and supporting the victim

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim.

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them.
- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The school is aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

The school is aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.

Support can include:

- Early help and children's social care as set out in Part one of this guidance.
- Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.
- Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at Rape Crisis and The Survivors Trust.
- Child and adolescent mental health services (CAMHS) is used as a term for all services that work with children who have difficulties with their emotional or behavioural wellbeing. Services vary depending on local authority. Most CAHMS have their own website, which will have information about access, referrals and contact numbers.
- The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. Contact Rape Crisis (England & Wales) or The Survivors Trust for details of local specialist organisations. The Male Survivors Partnership can provide details of services which specialise in supporting men and boys.

Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. The school will ensure that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, the school will ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's (as far as reasonably possible). The school will respect and support this choice.

Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. Schools should remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child (e.g. about attendance in lessons) irrespective of how overt the child's distress is.



A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. The school will avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, however it acknowledges that there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. The school will ensure that is because the victim wants to, not because it makes it easier to manage the situation. If required, the school will provide a physical space for victims to withdraw.

The school will maintain arrangements to protect and support the victim for a long time if needed. The school will be prepared for this and should work with children's social care and other agencies as required.

The school will do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

Whilst they should be given all the necessary support to remain in school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

The school will ensure that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The designated safeguarding lead will take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

Ongoing considerations: victim and alleged perpetrator(s) sharing classes

- Once the designated safeguarding lead (or a deputy) has decided what the next steps will be in terms of progressing the report, they will carefully consider again the question of the victim and alleged perpetrator(s) sharing classes and sharing space at school.
- Each report will be considered on a case-by-case basis and risk assessments will be updated as appropriate. The best interests of the child should come first. In all cases, the school will follow general safeguarding principles.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator(s) will be removed from any classes they share with the victim. The school will also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during before and after school-based activities) and on transport to and from school where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator(s). The school will ensure that they have close liaison with the police.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will ensure suitable action is taken. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils or students).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator(s) is going to remain at the school, the principle would be to continue keeping the victim and perpetrator(s) in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- In all cases, the school will record and be able to justify their decision-making.
- Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator(s). Appropriate support will be provided to both as required and consideration given to sharing classes

and potential contact as required on a case-by-case basis. In all cases, schools will record and be able to justify their decision-making.

- All of the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

### Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour

Jamea will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

Jamea will consider the age and the developmental stage of the alleged perpetrator(s), the nature of the allegations and frequency of allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

Jamea will also consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. HSB in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police. Jamea will also refer to: NSPCC Learning - Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework and other toolkits mentioned in KCSIE 2023 paragraph 464.

Jamea can be a significant protective factor for children who have displayed HSB, and continued access to school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made. It is important that if an alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead will take responsibility to ensure this happens as well as transferring the child protection file.

### Discipline and the alleged perpetrator(s)

Teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them. Disciplinary action can be taken whilst other investigations by the police and/or local authority children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. This is a matter for the school and should be carefully considered on a case-by-case basis. The designated safeguarding lead (or a deputy) should take a leading role. The school should consider if, by taking any action, it would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or local authority children's social care should help the school make a determination. It will also be important to consider whether there are circumstances that make it unreasonable or irrational for the school to reach its own view about what happened while an independent investigation is considering the same facts.

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary. On the one hand there is preventative or forward-looking action to safeguard the victim and/or the perpetrator(s), especially where there are concerns that a perpetrator themselves may have been a victim of abuse; and, on the other, there is disciplinary action to punish a perpetrator for their past conduct. The school or college should be very clear as to which category any action they are taking falls or whether it is really both and should ensure that the action complies with the law relating to each relevant category.



### Working with parents and carers

Jamea will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this might not be necessary or proportionate in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. Schools and colleges should carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so. In some cases, local authority children's social care and/or the police will have a very clear view and it will be important for the school or college to work with relevant agencies to ensure a consistent approach is taken to information sharing.

Jamea will liaise with the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

Jamea will also liaise with the alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions should be explained. Support for the alleged perpetrator should be discussed.

Clear behaviour policies and child protection policies, especially policies that set out the principles of how reports of sexual violence will be managed and how victims and alleged perpetrators are likely to be supported, that parents and carers have access to, will, in some cases, help manage what are inevitably very difficult conversations.

Parents and carers may well struggle to cope with a report that their child has been the victim of a sexual assault or is alleged to have sexually assaulted another child. Details of organisations that support parents are provided in Annex B. Jamea will consider signposting parents and carers to this support.

### Safeguarding other children

Consideration should be given to supporting children (and adult students) who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required.

Following any report of sexual violence or sexual harassment, it is likely that some children will take "sides". Jamea will do all it can to ensure both the victim and alleged perpetrator(s), and any witnesses, are not being bullied or harassed.

Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator(s) and a very high likelihood that friends from either side could harass the victim or alleged perpetrator(s) online and/or become victims of harassment themselves.

School transport is a potentially vulnerable place for a victim or alleged perpetrator(s) following any incident or alleged incident. Jamea, as part of its risk assessment, will consider any additional potential support needs to keep all of their children safe.

A whole school or college approach to safeguarding, a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated, and a strong preventative education programme will help create an environment in which all children at Jamea are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.

Jamea will keep their policies, processes, and curriculum under constant review to protect all their children. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes, or relevant parts of the curriculum.

## Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose. Staff will be aware that any gender can be a victim.

A "specified purpose" is namely:

- obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
- to humiliate, distress or alarm the victim.

"Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the Designated Safeguarding Lead who will then decide on the next steps to take, which may include police involvement.

## Online risks

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective whole school and college approach to online safety empowers a school to protect and educate the whole school or community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The school will ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

Jamea will consider carrying out an annual review of the school's approach to online safety, that considers and reflects the risks children face. Jamea will also identify and assign roles and responsibilities to manage filtering and monitoring systems and will endeavour to block harmful and inappropriate content without unreasonably impacting teaching and learning. Jamea will have effective monitoring strategies in place that meets its safeguarding needs.

Jamea will ensure it has the appropriate level of security protection procedures in place in order to safeguard its systems, staff and learners and Jamea will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school will take a whole school approach to online safety which will empower the school to protect and educate pupils, students, and staff in their use of technology and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The school will consider the following four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. Concerns should be reported to the Anti-Phishing Working Group (<https://apwg.org/>).

Where students are learning from home, Jamea will refer to advice and guidance for remote learning on <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19> and <https://learning.nspcc.org.uk/news/covid/undertaking-remote-teaching-safely>. Jamea will also refer to guidance on <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>.

Jamea will inform parents of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Jamea has a clear policy on the use of mobile and smart technology. Some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Jamea will consider carefully how this is managed on its premises and reflect this in the use of technology policy and the child protection policy.

#### 16. Children potentially at greater risk of harm

##### Children who need a social worker (Child in Need and Child Protection Plans)

Jamea is aware that some 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. The designated safeguarding lead will hold the information shared by the Local authorities regarding children who have a social worker. They will use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. 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 will 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).

Concerns about a child's welfare will be referred to local authority children's social care. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process. The referrer should follow up if this information is not forthcoming. If social workers decide to carry out a statutory assessment, staff will do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

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

#### 17. Recognising children who may be particularly vulnerable

Some children may have an increased risk of abuse. 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. Jamea will endeavour to reduce the barriers faced by vulnerable children and provide a safe space for them to speak out or share their concerns with members of staff.

##### Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Jamea will consult the guidance set out by the Ministry of Justice to support such children. For more information, see:

<https://helpwithchildarrangements.service.justice.gov.uk>

##### Children with family members in prison

Children with a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. If a child has a parent sent to prison, Jamea will take information from NICCO (National Information Centre on Children of Offenders) to help support the child's mental and emotional well-being and to help mitigate negative consequences.

##### Children who are looked after

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Jamea will ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular, Jamea will ensure 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. Jamea will also collate information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together, and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

The Designated Safeguarding Lead will be appointed as the designated teacher who will work with local authorities to promote the educational achievement of registered students who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, the designated teacher has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher will also have appropriate training and the relevant qualifications and experience (Keeping Children Safe in Education, DfE 2023) and work with the local authority Virtual School Head where required.

### Children with special educational needs and disabilities

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,
- communication barriers and difficulties in managing or reporting these challenges and
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

To address these additional challenges, Jamea will consider extra pastoral support for children with SEN and disabilities.

When applying disciplinary measures such as restraint or isolation in response to incidents involving children with SEN and disabilities, Jamea will consider the risks carefully, given the additional vulnerability of the group. However, to safeguard a student and others, it may be necessary to use restraint.

Jamea will try and reduce the occurrence of risky behaviour and the need to use restraint by planning positive and proactive behaviour support. (Keeping Children Safe in Education, DfE, 2023)

### County lines

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation,

violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as 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. In such a case, referral to the National Referral Mechanism will 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.

### 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

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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

For more information on identifying children who are affected by domestic abuse and how they can be helped is available at: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/>

If you are concerned that a child that may be affected by exposure to domestic abuse, you should speak to the Designated Safeguarding Lead (or deputy).

### Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and deputy) will contact the Local Housing Authority to raise/progress concerns at the earliest opportunity. A referral will also be made to children's social care where a child has been harmed or is at risk of harm.

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.

Homelessness in most cases is considered in the context of children who live with their families, and intervention will be on that basis. Jamea, however, also recognises that in some cases 16-and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.



In such cases, the Designated Safeguarding Lead (or deputy) will liaise with Children's services and ensure appropriate referrals are made based on the child's circumstances.

### Mental Health and Well-being

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

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, they must immediately speak to the designated safeguarding lead or a deputy.

### Serious violence

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

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

If staff have a concern, they must immediately report it to the Designated Safeguarding Lead.

### Other considerations

In addition to the above, to ensure that all of our students receive appropriate protection, Jamea will give special consideration to children who are:

- disabled or have Special Educational Needs (whether or not they have a statutory Education, Health and Care Plan)
- asylum seekers
- a young carer
- regularly absent from school
- showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- attending alternative provision or subject to a managed move
- living away from home (frequent movers)
- living in temporary accommodation
- has returned home to their family from care
- a privately fostered child
- living a transient lifestyle
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality or vulnerable to being bullied, or engaging in bullying
- children who are lesbian, gay, bi, or trans (LGBT)
- involved directly or indirectly in prostitution, child trafficking, modern slavery or exploitation
- speakers of another first language
- children that are subject to a Child Protection Plan or a Child in Need Plan
- children that may be vulnerable to messages of violence and extreme ideologies
- in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- misusing drugs or alcohol themselves



## 18. Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

Jamea will ensure its procedures for dealing with children who go missing or absent from education, particularly on repeat occasions, are rigorously implemented to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in the future. This includes procedures for when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Jamea will inform the Local Authority of any students who are failing to attend Jamea regularly or going to be deleted from the admission register under all fifteen grounds for deletion. This will be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register. Jamea will record details of the student's residence, the name of the person with whom they will reside, the date from which they will reside there, and the destination school (where this can reasonably be obtained). Jamea will inform the Local Authority of the student's destination school and home address.

Jamea will inform the Local Authority of any student who fails to attend school, at such intervals as are agreed between Jamea and the Local Authority (or in default of such agreement, at intervals determined by the Secretary of State).

Jamea will work collaboratively with the Local Authority to make reasonable enquiries about a student's whereabouts where there is a continuous absence after a grant of leave.

Jamea will inform the Local Authority when registering new students within five days, including the student's address and previous school (where this can reasonably be obtained).

Jamea will cooperate with the Local Authority on the provision of the above information for students leaving or joining the school at standard transition points.

## Elective Home Education (EHE)

The school will inform the LA of all deletions from their admission register when a child is taken off roll. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school with the LA and other key professionals will work together to coordinate a meeting with parents/carers where possible. Ideally, this will be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

## 19. Further information on specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. NSPCC offers information for schools on its website [www.nspcc.org.uk](http://www.nspcc.org.uk). Broad government guidance on the issues listed below can also be accessed via the [www.gov.uk](http://www.gov.uk) website:

- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)

- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation
- PREVENT for schools
- sexting (CEOP)
- sexting in Schools and College
- teenage relationship abuse
- trafficking
- use of social media for online radicalisation

## 20. Emergency contacts for children

Wherever possible, Jamea will hold more than one emergency contact number for their students. This goes beyond the legal minimum and is good practice to give Jamea additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern (Keeping Children Safe in Education, DfE, 2023).

## 21. Dealing with safeguarding concerns and incidents

### Responding to a disclosure

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the students, staff will:

- allow them to speak freely, listening carefully and uncritically;
- endeavour to utilise a neutral translator if necessary;
- remain calm and collected – the student may stop talking if they feel they are upsetting their listener;
- give reassuring nods or words of comfort – ‘I’m sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
- not be afraid of silences – staff must remember how hard this must be for the student;
- consider their own body language and the messages it may send a child regarding the nature of the disclosure;
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student’s mother think about all this;
- tell the student that in order to help them, the member of staff must pass the information on;
- do not automatically offer any physical touch as comfort - it may be anything but comfort to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be interpreted by the child to mean that they have done something wrong;
- tell the student what will happen next - the student may agree to go to see the designated senior person otherwise it is the duty of the member of staff to inform the Designated Senior Lead of what has been discussed (if the student does agree to go and see the Designated Senior Lead, the staff

member should inform the Designated Senior Lead that the child will be coming to see them at some point).

Following the conversation, the staff will:

- report verbally to the Designated Senior Lead even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the Cause for Concern Form and hand it to the Designated Senior Lead (Appendix 3)
- seek support if they feel distressed.

#### Responding to a concern that a child is at risk

There will be occasions when, in the absence of a disclosure, staff may suspect that a student may be at risk but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre or concerning, students might write stories or poetry that reveal confusion, distress or extreme beliefs, or physical but inconclusive signs may have been noticed. In these circumstances, staff will give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill.

It is fine for staff to ask the student if they are OK or if they can help in any way. If the member of staff remains concerned, they should record early concerns of any nature – suspected abuse or concerns relating to extremism – and hand it to the Designated Senior Lead.

#### Reporting safeguarding concerns

All concerns, suspicions and disclosures should be immediately reported to Jamea's Designated Senior Lead for Safeguarding and Child Protection. In the absence of this person, the deputy should be approached.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. If in any doubt about sharing information, staff should speak to the Designated Safeguarding Lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the Designated Safeguarding Lead (or deputy).

All concerns, suspicions and disclosures should be recorded using Jamea's Safeguarding Concern Form (see Appendix 3). Blank copies of the Cause for Concern form should be kept in the staffroom for all to access when necessary. Staff should immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including nonattendance
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people;
- any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or a person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- any discovery that FGM appears to have taken place on a girl under 18 years;
- any expressions of extremist ideologies that suggest vulnerability to radicalisation.

Where no disclosure has been made, but a member of staff has concerns regarding the welfare or well-being of a student, staff should speak to the Designated Safeguarding Lead. Supply staff, volunteers and visitors to the school should make a written account of such concerns using Cause for Concern form.

When completing the Cause for Concern form, professional opinion may be expressed, but should be supported by stating the facts with observations upon which the opinion is based (e.g. Adam appeared angry as he was kicking the table and swearing). All notes should differentiate clearly between fact, opinion, interpretation, observation, and/or allegation.

All recorded concerns should be passed to the Designated Safeguarding Lead as soon as is possible, and in any case within 24 hours. In some cases, it may be necessary to pass on concerns verbally and follow them up in writing soon after. In the absence of this person, the Deputy Designated Safeguarding Lead should be approached.

Any records should be dated and signed with the name of the signatory clearly printed. Any handwritten notes made immediately after the event can act as evidence of them being written at the time in any future court case. Therefore, these should not be destroyed if the details are recorded more formally, but instead kept securely attached to the Cause for Concern form. A copy will also be kept in the child's Child Protection File.

If it is necessary for the child to be taken to hospital, then hand the child over to the direct care of medical staff informing them that non-accidental injury is suspected. It is important that staff make detailed written records of all their reports and actions. Before forwarding reports on for further action to take place, it is recommended that staff make and securely retain copies of any notes or reports. Notes should be made of the relevant parts of conversations and phone calls, e.g. their general content and 'Who does what?' - the notes should be included in reports.

All staff, but especially the Designated Safeguarding Lead (and deputy) will consider the context within which incidents and/or behaviours occur (contextual safeguarding: assessments of children should consider whether wider environmental factors outside the home are present in a child's life that are a threat to their safety and/or welfare). Jamea will provide as much information as possible as part of the referral process to help Children's social care assessments.

Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with Children's Social Care, police or the NSPCC if:

- the situation is an emergency and the Designated Senior Lead, their deputy, the Principal, the Headteacher and the Chair of Governors are all unavailable
- they are convinced that a direct report is the only way to ensure the student's safety.

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help and protect the child, for example, call 999;
- report your concern to the Designated Senior Lead as soon as it is practically possible, within 24 hours at the latest;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- complete a Cause for Concern form;
- seek support for yourself if you are distressed.

### Responding to safeguarding concerns

A concern raised may not progress any further than a discussion with the Designated Safeguarding Lead. A record of the discussion and any initial action taken will be documented in the child's safeguarding file.

The Designated Senior Lead will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

In making this decision, the Designated Senior Lead will consider the Safeguarding Partners' threshold document and framework for action that includes:

- the process for the early help assessment and the type and level of early help services to be provided;
- the criteria, including the level of need, for when a case should be referred to Local Authority Children's Social Care for assessment and for statutory services.

Where a Designated Senior Lead or Deputy Designated Senior Lead considers that a referral to children's social care may be required, they must consider:

- Is this a Child in Need? - Under section 17 (s.17 (10)) of the Children Act 1989, a child is 'in need' if:
  - the child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority
  - the child's health or development is likely to be impaired, or further impaired, without the provision of such services
  - the child is disabled.
- Is this a Child Protection Matter? - Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:
  - is the subject of an Emergency Protection Order
  - is in Police Protection
  - or where they have reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore, it is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The Designated Senior Lead will make judgements around 'significant harm', levels of 'need and risk' and when to refer.

Once a referral has been made, Children's Social Care should respond within one working day indicating what further action they have decided to take. This may include further assessment of the child either through an early help assessment, through a Child in Need Assessment (section 17 Children Act 1989) or a Child Protection Enquiry (section 47 Children Act 1989). Jamea will participate in Strategy Discussions and Child Protection Conferences as required.

If, after a referral, the child's situation does not appear to be improving, the DSL (or the person who made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Referrals regarding extremism will be made to children's social care. In line with government advice, a Channel Co-ordinator/Police Practitioner will be fully embedded in the safeguarding arrangements of children's social care if required. Where assessment does not indicate a genuine vulnerability to being drawn into terrorism, a case will be signposted to other more appropriate support services following consultation with the LADO.

### Record keeping

A Child Protection File will be started for an individual child as soon as Jamea is aware of any child protection concerns about them. This may arise in a number of ways:

- if a member of staff raises a concern about the welfare or well-being of a student (this should be recorded in writing using the Cause for Concern form);
- if a child makes a disclosure;
- if information is passed to Jamea by a previous school attended by the student;
- if Jamea is alerted by another agency (e.g. police, health or social care) of child protection concerns about that child.

The Child Protection File will have a front sheet (see Appendix 4) on the file which records the child's full name, date of birth, address and information about family members.

Separate files will be kept for individual siblings, cross referencing to other children in the family. Relevant, and as necessary, redacted information will be copied and placed on each individual sibling's file.

If more than one file exists in relation to an individual child, this will be indicated on each file.

Each file will be numbered and dated (e.g. January 2015, Vol. 1 of 3).

If information is removed from the file for any reason, a record should be made indicating the reason for such removal, where the information has gone, when it was removed and who removed it. The Designated Safeguarding Lead will be notified of the removal of any information from a file.

The Child Protection File will contain:

- a Child Protection File front sheet;
- a detailed chronology, updated on a regular basis, at the front of the file (see Appendix 5);
- any concerns raised by staff;
- all safeguarding/concern reports, notes and correspondence referring to the child;
- copies of any referrals;
- any child protection information received from previous schools or other agencies;
- notes/minutes of any Child Protection Conferences etc; and
- record of any instances where information has been removed from the file.

The Child Protection File will also cross-reference other relevant records held in school (e.g. relating to the Common Assessment Framework (CAF)/Early Help Assessment (EHA), early support, Special Educational Need).

All records of child protection concerns, disclosures or allegations will be treated as sensitive information and kept together. Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held. All staff who may need to consult a child's school file will be made aware of what the symbol means, and who to consult if they see this symbol. The information will be shared on a need to know basis.

All Child Protection Files will be kept together in a secure place. The filing system will be accessed via the Designated Safeguarding Lead. Any electronic information will be password protected and only made available to relevant individuals.

Child protection information will be stored and handled in line with Data Protection Act 2018 principles such that information is:

- processed for limited purposes;
- adequate, relevant and not excessive;
- accurate; kept no longer than necessary;
- processed in accordance with the data subject's rights
- secure.

Every effort will be made to prevent unauthorised access, and sensitive information will not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage.

In relation to Safeguarding, data protection laws do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Information can be shared without consent if not doing so would place a child at risk.

**All** concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing. Information will be kept confidential and stored securely. Concerns and referrals will be stored in a separate child protection file for each child.

Records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.



## Record transfers

Relevant child protection information will be forwarded to the new/receiving establishment by Jamea and will happen as quickly as possible.

Information sharing will take place between Designated Safeguarding Leads and/or Principal as soon as possible and, in any event, within 5 days of the child's departure.

When a file is to be transferred, the designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained.

Jamea will not simply forward all relevant documentation as this leaves the former school with no record. Rather:

- where feasible, the Designated Safeguarding Leads from Jamea and receiving schools should arrange to meet and share relevant information, with copies of relevant and appropriate documentation being provided; or
- alternatively, telephone discussions should take place followed-up with appropriate summaries / chronologies and copies of key records.

The new school/college will be provided with the ORIGINAL documentation.

Where a parent elects for Home Education, the child is from a traveller, migrant or Roma family, and/or where the receiving school's identity is not known, the Designated Safeguarding Lead will contact Children's Social Care for advice.

## Retention of child protection files

According to current guidance from the Records Management Society's Schools Retention Schedule, records must be kept (securely) until the subject's 25th birthday, after which they should be shredded (Child Protection records relating to Children's Social Care involvement will be retained for much longer than this by the Local Authority in any event).

The Data Protection Act requires that schools, or other bodies that keep information, maintain a list of records which have been destroyed and who authorised their destruction. Members of staff in Jamea will record at least:

- file reference (or other unique identifier);
- file title (or brief description);
- number of files (and date range);
- the name of the authorising officer;
- date action taken.

## 22. Support for those involved in a child protection issue

Jamea recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Jamea may be the only stable, secure and predictable element in the lives of children at risk. Whilst at Jamea, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from Jamea. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered sensitive approach in order that the child can receive appropriate help and support.

Jamea will endeavour to support students through:

- the curriculum to encourage self-esteem and self-motivation;
- Jamea's ethos, which promotes a positive, supportive and secure environment and which, gives students a sense of being valued;
- the implementation of Jamea behaviour management policies (required under the Code of Practice, 1993 Education Act);
- a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the Jamea setting;
- a commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;

- regular liaison with other professionals and agencies that support the students and their families, in line with appropriate confidentiality parameters;
- the development and support of a responsible and knowledgeable staff group, trained to respond appropriately in child protection situations.

### 23. Independent Listeners

Here at Jamea we understand that all our students may at times require personal and private consultations to help them deal with certain aspects of their lives.

To ensure that all their individual needs are fully met we have two independent listeners who are available to deal with their problems at all times. They are both upstanding members of the community and their details are as below:

- Haleema Zinga: Tel: 07927308560 Farida Patel: Tel: 01524 383357
- NSPCC Helpline: 0808 800 5000 / Child Line: 0800 1111
- Muslim Youth Helpline: 0808 808 2008
- Children's Rights Director: 0800 528 0731

### 24. Confidentiality

All staff are expected to:

- ensure that information they receive about students is treated in a discreet and confidential manner;
- seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them;
- be cautious about passing information to others about a student.

School leaders should ensure that all staff who need to share 'special category personal data' are aware that the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition.

### 25. Safer recruitment

Jamea has a 'Safer Recruitment Policy' which outlines the procedures for the recruitment and selection of staff to Jamea. All staff should endeavour to follow this during the recruitment and vetting of new staff.

In order to safeguard and promote the welfare of children, Jamea will act in accordance with the guidance issued by the DfE (Safer Recruitment in 'Keeping Children Safe in Education' - September 2023).

In particular, Jamea will:

- ensure that all prospective applicants are made aware of the Jamea's commitment to safeguarding and the requirement for an enhanced DBS disclosure with barred list information for people working in regulated activity with children or where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person's appointment to the organisation;
- ensure that the Jamea application form is used and that CVs are not accepted in its place
- prepare and provide a Job Description and Person Specification when posts are advertised;
- check the application form so that it has a full employment history with no gaps
- ensure that at least two members of staff involved in the recruitment process have undertaken safer recruitment training
- ensure two written references are sought directly from referees ideally before interview;
- as part of the shortlisting process schools and colleges should
- consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the Jamea might want to explore with the applicant at interview. Jamea will inform shortlisted candidates that online searches may be done as part of due diligence checks.
- explore the candidate's commitment to safeguarding and promoting the welfare of young people during the interview process;
- use original documents to confirm qualifications, identity and address of the successful candidate.

Jamea will ensure that any appointment is conditional upon:

- receipt of two successful references;
- verification of identity (through photographic ID and proof of address);
- a satisfactory enhanced DBS disclosure with barred list information for people engaged in regulated activity;
- not being subject to a prohibition order or (if taking up a management position) a Section 128 Direction made by the Secretary of State under the Education and Skills Act 2008;
- verification of the person's mental and physical fitness to carry out their work responsibilities
- verification of professional status if a teacher or Principal
- verification that a candidate is not subject to a prohibition order issued by Secretary of State via the DfE Secure Access Online Portal if a teacher
- Verification that a candidate for a role in the management of Jamea (management position, trustee or governor) is not subject to a section 128 direction made by the Secretary of State via the DfE Secure Access Online Portal
- Verification that a candidate has not been subject to any restrictions imposed by regulators of the teaching profession in other EEA member states via the via the DfE Secure Access Online Portal;
- verification of qualifications
- verification of the person's right to work in the United Kingdom;
- Any further checks considered appropriate where the person has lived or worked outside the UK.

Jamea will keep and maintain a Single Central Record (SCR) of recruitment and vetting checks, on the following people:

- all staff (including supply staff) who work at Jamea;
- all others who have been chosen by Jamea to work in regular contact with children; this will cover contractors, volunteers and governors who also work as volunteers within Jamea;
- people brought into Jamea to provide additional teaching or instruction for students but who are not staff members; for example, a specialist sports coach or artist.
- all members of the Local Governing Body

As a minimum, the Single Central Record will include whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- a Section 128 check;
- an EEA sanction/restriction check;
- further checks on people living or working outside the UK;
- a check of professional qualifications;
- a check of two references;
- verification of person's mental and physical fitness to work;
- a check to establish the person's right to work in the United Kingdom;
- any further checks required where a person has lived or worked outside the UK.

For supply staff, Jamea will also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

For volunteers, Jamea will undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they will consider:

- the nature of the work with children;
- what Jamea knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability
- whether the role is eligible for an enhanced DBS check.

Details of the risk assessment should be recorded.

To help determine the appropriate level of supervision schools must have regard to the statutory guidance. This guidance requires that, for a person to be considered supervised, the supervision must be:

- by a person who is in regulated activity;
- regular and day to day
- reasonable in all circumstances to ensure the protection of children (Keeping Children Safe in Education, DfE 2023).

Where Jamea has concerns about an existing member of staff or a member of staff begins to work in a regulated activity, Jamea will carry out all relevant checks as if the person were a new member of staff.

Jamea will comply with its 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 individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Referrals will be made as soon as possible after the resignation or removal of the individual.

Where Jamea dismisses or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first, Jamea will consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

Jamea will ensure the appointment of Trustees and Governors is dependent upon, as a minimum:

- verification of a certificate for an enhanced DBS check which will include barred list information, for those who will be engaging in regulated activity;
- verification of identity;
- any further checks considered appropriate where the person has lived or worked outside the UK;
- verification that the individual is not subject to a section 128 direction made by the Secretary of State Employer Access Online Service

Guidance related to checks for contractors, visitors, agency staff and trainee teachers etc. can be found in the Recruitment Policy.

## 26. Allegations against staff (teachers, headteachers, principals, volunteers, supply staff and other staff).

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. Jamea's whistle blowing procedure (Appendix 2) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the principal. Complaints about the head teacher should be reported to the chair of governors and local Child Protection Unit.

If anyone makes an allegation that any member of staff (including any volunteer) may have:

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

then the allegation will be dealt with in accordance with national guidance and agreements, as implemented by the Safeguarding Partners.

The Principal, rather than the Designated Safeguarding Lead, will handle such allegations as Case Manager, unless the allegation is against the Principal, when the Chair of Governors will act as Case Manager and handle Jamea's response.

In all instances, the Case Manager will have no role in the investigation at the onset of the allegation and the Principal and/or Chair of Governors must discuss the allegation with the Local Authority Designated Officer. The full procedures for dealing with allegations against staff can be found in Allegations Against Persons Who Work with Children (including Carers and Volunteers) [http://panlancashirescb.proceduresonline.com/chapters/p\\_allegations.html](http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html)

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. However, there will be some cases that require a strategy discussion with Children's Social Care and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers.

In the event of an allegation being made, Jamea will make every effort to maintain confidentiality and guard against unwanted publicity. Parents and carers will be made aware that under s141F of the Education Act 2011, there is a prohibition on reporting or publishing allegations about teachers, this includes via social media e.g. Facebook, Twitter etc and if breached this could lead to prosecution. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Jamea will make a referral to the Disclosure and Barring Service (DBS) if any member of staff is disciplined, dismissed, is currently under investigation or leaves prior to the end of an investigation for causing emotional, psychological, physical or sexual harm, neglect or risk of harm to children.

Throughout the process in handling allegations and at conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's or college's procedures to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

For all other cases, where the allegation concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

Reference should be made to Jamea al Kauthar's policy on Managing Allegations. Any person who makes or receives an allegation against DSL should report the matter immediately to the Chair of governors.

### Allegations against supply teachers

Allegations against supply staff will be dealt with properly. In no circumstance will the school 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 and the proprietor will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The school will take the lead in gathering information that is needed by LADO. The school expects all agencies to be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

As supply teachers are not employed by the school, they will be under the supervision, direction and control of the governing body or proprietor 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 should 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.

The school will inform any agency it works with of its process for managing allegations and will keep them up to date with information about its policies. This includes meeting with the agency's human resource manager or equivalent.

### Other allegations

Jamea may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, Jamea will follow its safeguarding policies and procedures, including informing the LADO.

If an allegation is made against a governor, schools and colleges should follow their own local procedures. Where an allegation is substantiated, they should follow the procedures to consider removing them from office.

### 27. Support for staff who has been suspended

The support described below is applicable to staff during a period of suspension or during a period of leave of absence/medical absence where applicable.

It is recognised that during a period of uncertainty for a staff who find herself/himself in this situation would receive support due possibly to worry, depression or may feel isolated from workplace and colleagues. At all times it is important that staff are made aware of what is happening with the investigation. In this situation, The Principal will appoint 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.

Jamea will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation.

### 28. External speakers and charities

As outlined in the Jamea's External Speakers and Visitors Policy, all external speakers and charities will be vetted to ensure students are not exposed to inappropriate political or controversial messages and charitable activity is free from harm and consistent with the values of Jamea.

### 29. Visitors

All visitors to Jamea should sign in at Jamea's main office and should be wearing a visitor's badge. Staff member should supervise all visitors if they have access to Jamea. Staff should challenge any adult unknown to them who is in Jamea's area/ community without a badge.

Jamea restricts unauthorised people to enter its premises. There are CCTV cameras situated around and within the premises of Jamea. The advantage of having an automated gate and a fob access security system restricts any outsider to enter unless permission is granted.

Staff should report any unacceptable forms of behaviour by adults at Jamea to a senior member of staff i.e. use of foul language by building workers etc.

Supply staff and other visitors will be given Jamea's Visitor Guide, which outlines core safeguarding measures.

Reference should be made to Jamea al Kauthar's External Speakers and Visitors Policy.

### 30. Induction

All new staff will be:



- made aware of systems within Jamea which support safeguarding and the wellbeing of students (including online safety);
- provided with adequate training on safeguarding issues and policy (including Safeguarding (Child Protection) Policy, Staff Code of Conduct, Behaviour Policy and Jamea's safeguarding response for children who go missing in education. (Keeping Children Safe in Education, DfE, 2023);
- introduced to the Designated Safeguarding Leads in school who have responsibility for safeguarding;
- made aware of the early help process; and.
- made aware of the process for making referrals

On Induction, all staff and volunteers will be given a copy of the Safeguarding (Child Protection) Policy, Staff Code of Conduct and 'Keeping Children Safe in Education – Part 1', DfE 2023. All staff will sign to confirm they have received these documents and will work within them.

### 31. Training and Support

Jamea will ensure that the Designated Senior Lead and deputy attends training relevant to their role at intervals of no longer than 2 years. This will focus on identifying abuse, local reporting arrangements and disseminating training to school staff.

All staff members will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members will receive safeguarding and child protection updates via staff meetings, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All staff within school that come into contact with children, whether in a paid or voluntary capacity and irrespective of their role, will receive basic level 1 child protection training delivered by the DSL.

Safeguarding training will also include the core elements of the 'Workshop to Raise Awareness of Prevent' (WRAP) an interactive and facilitated workshop developed by the Office for Security and Counter Terrorism. The training will provide staff with:

- an awareness and understanding of the Prevent agenda and their role within it;
- the ability to use existing expertise and professional judgement to recognise potentially vulnerable individuals who may be susceptible to messages of violence and radicalisation; the confidence to use a common sense-based response.
- Staff will also be encouraged to undertake the Channel general awareness online training module as a supplementary source of support.

As part of the safeguarding training, staff and volunteers will be given a copy of the Safeguarding (Child Protection) Policy, Staff Code of Conduct and 'Keeping Children Safe in Education – Part 1', DfE 2023. All staff will sign to confirm they have received these documents and will work within them.

Where deemed necessary and relevant the DSL in discussion with the particular Head of Jamea/ Madrasa will keep Form Tutors or Subject Teachers up to date on matters concerning child protection issues.

The Principal and DSL will ensure that all staff are reminded of their responsibilities at regular intervals.

### 32. Extended school, off-site arrangements and alternative providers

This policy is also applicable to all students undertaking extended service activities. Where extended school activities are provided by and managed by Jamea, our own child protection policy and procedures apply.

If other organisations provide services or activities on our site, Jamea will check that they have appropriate procedures in place, including safer recruitment procedures. Jamea will also ensure that safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

When students attend off-site activities, Jamea will check that effective child protection arrangements are in place. This includes alternative provision and managed moves.

All organisations will be vetted to ensure students are not exposed to inappropriate political or controversial messages or activities.

Where a school places a student with an alternative provision provider, Jamea continues to be responsible for the safeguarding of that student and should be satisfied that the provider meets the needs of the student. Jamea should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that Jamea would otherwise perform in respect of its own staff (Keeping Children Safe in Education, DfE, 2023).

### 33. Related school policies

The Safeguarding (Child Protection) Policy should be read in conjunction with the following policies:

- Attendance and Registration
- Anti-bullying
- Behaviour
- Complaints
- Medical Policy
- Data Protection Policy
- Trips and Off-Site Visits
- Equality and Diversity
- E-safety policy
- Health and Safety (and Medical Handbook)
- Care and Control
- Mobile Phone Policy
- Relationship, Sex and Health Education Policy
- Search and Confiscation
- Recruitment
- Staff Code of Conduct
- Disciplinary
- Managing Allegations

### 34. Missing Child Policy

Jamea Al Kauthar has a duty to safeguard the welfare of all students. If a student is reported missing within Jamea then prompt action should be taken as the student becomes vulnerable as soon as they leave Jamea.

The following procedure should be adopted in the event of a student missing:

- Teacher who is notified regarding the missing student or who realises that the student is missing will instantly report the matter concern to a senior member of staff.
- The senior member of staff will check with teachers and student's friends or anyone who may know the student's whereabouts. They will notify the person who raised the concern as soon as they locate the student.
- Search of the whole premises internally and externally will take place by disseminating various members of staff to various places.
- If the student has not been located within an hour: parents/guardians and the police will be notified. This time scale will be reduced significantly if there is cause for concern regarding the missing student.
- If the student is found or the incident is otherwise resolved, parents/guardians and the police will be informed without delay.

### Recording and follow-up

- Information will be logged in to the serious incident file.
- Information sheet will be filled in and a copy will be placed in the child's file.
- An appropriate level of intervention/sanction will be issued in order to deal with the incident.

### 35. Concerns about Safeguarding practices

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

Appropriate whistleblowing procedures are in place for such concerns to be raised with Jamea (**Appendix 2**).

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

The NSPCC also provide an alternative route for reporting concerns. Staff can email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) or call their helpline 0800 028 0285.

## Appendix 1: Safe Working Practices

### **Propriety and behaviour**

All staff are expected to:

- set high expectations and challenging targets for all students
- promote fundamental British values, including democracy, the rule of law, freedom of religion, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs, fairness, social responsibility, liberty and equality for all
- ensure that they set expectations of the highest standards of behaviour and conduct within school, regardless of whether in class or beyond, and challenge activities by any student that may be considered to be of an inappropriate nature.

All staff are expected to refrain from:

- making inappropriate (innuendo) remarks to, or about, a student
- discussing personal relationships with or in the presence of students
- discussing a student's personal relationships in inappropriate settings or contexts
- making unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

All staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of Jamea staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

### **Dress and appearance**

All staff are expected to wear clothing which:

- promotes a positive and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing or provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory
- is sensitive to the religious and cultural sentiments of students

### **Rewards and gifts**

All staff are expected to:

- ensure that gifts received or given in situations which may be misunderstood are declared immediately
- generally, only give gifts to individual students as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of an insignificant value and given to all students equally
- ensure that the selection processes for gifts and rewards are fair, transparent and (wherever practicable) are undertaken by more than one member of staff

### **Infatuations**

All staff are expected to report any indications (verbal, written or physical) that suggest a student may be infatuated with a member of staff. This must be reported to the DSL.

### **Photography, videos and other creative arts**

All staff are expected to:

refrain from making any visual recordings of students (still or moving) without the prior consent of a senior leader

- seek a child's consent for a photograph to be taken or published
- seek parental consent for a photograph to be taken or published

- ensure that the storage and distribution of such images is approved by senior leaders and care is taken to avoid illicit use of the images
- ensure that all images are available for scrutiny in order to screen for acceptability
- be able to justify images of children in their possession
- avoid making images in one-to-one situations
- avoid taking images of students using personal mobile phones.

### **Social contact**

All staff are expected to:

- always approve any planned social contact with students or parents with a senior leader
- advise a senior leader of any (unplanned) social contact they have with a student which might cause concern
- report and record any situation which they feel might compromise Jamea or their own professional standing
- refrain from sending personal communication to students e.g. letters and cards unless agreed with a senior leader

### **Communication using technology**

All staff are expected to refrain from:

- passing personal contact details to students including email, home or mobile phone numbers unless the need to do so is agreed with the DSL
- any communication with students which may be construed as grooming
- making any visual recordings of students (still or moving) without the prior consent of the DSL
- using any personal equipment when communicating with students
- for the purposes of exchanging coursework or homework only, it is permitted for staff to exchange their school email address with students. However, any correspondence whilst using school email must be very cautious and perfunctory to avoid any misconstruing

### **Safeguarding whilst using ICT**

In using ICT in lessons, the following safeguards will be introduced by Jamea:

- security software will be installed on all PCs, laptops and the network to filter inappropriate internet sites
- security software will prevent access to social networking sites
- anti-viral software will be installed on all PCs, laptops and the network and renewed as required
- the use of the internet will be monitored using security software to ensure effective safeguarding within and beyond Jamea
- all network access points will be placed in a safe, adequately monitored area to prevent unauthorised access and physical tampering
- all wireless access points will be secured using administrative passwords.

In using ICT (laptops and PCs), all staff are expected to:

- communicate a clear, well-defined purpose to the use of the internet during the course of the lesson
- monitor the use of ICT during the lesson to ensure effective safeguarding
- report any access by students, inadvertent or deliberate, to unauthorised or inappropriate sites
- be vigilant for signs of, and report, any instances of cyber-bullying (more information is provided in Jamea's Anti-Bullying Policy)
- take extreme care to ensure that students are not exposed to inappropriate or indecent images
- ensure that they do not use school equipment to access any inappropriate or indecent images themselves.

In the event of indecent images being found on a computer, staff must report the incident to the DSL as soon as possible.

### **Use of Mobile Phones**

Staff are permitted to make use of their mobile phone. If a staff member is planning on using their mobile phone – or any device with a 3G/4G/5G connection - then they must ensure that they are connected to the school's WiFi. The school's WiFi has firewalls and blockers to ensure safe browsing, therefore use of mobile data is not permitted.

## **Physical contact**

All staff are expected to:

- refrain from touching students in a way which may be considered as indecent or for the gratification of the adult or the student
- avoid any gratuitous or unnecessary physical contact with students. this includes horseplay, tickling or stroking the head etc
- be prepared to explain actions and accept that all physical contact is open to scrutiny
- always encourage students, where possible, to complete self-care tasks independently
- avoid using physical contact as a reward. this includes hugs and pats on back etc
- ensure that physical contact is never secretive or represent a misuse of authority

## **Behaviour management and physical restraint**

All staff are expected to:

- try to defuse situations before they escalate
- ensure all rewards and sanctions are within Jamea's behaviour policy
- ensure parents are informed of all sanctions
- refrain from corporal punishment or use of force as a form of punishment
- avoid the use of sarcasm or demeaning and insensitive comments towards students.

Some situations may give rise to the need for physical intervention. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

If an alternative method of control and restraint is possible then these methods should be used first. If physical contact is the only suitable method, then the use of 'reasonable force' is permitted.

Force is usually used either to 'control' or 'restrain'. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. The key point to always remember is that 'reasonable in the circumstances' means using no more force than is needed for that situation.

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

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so
- to prevent a student behaving in a way that disrupts a school event or a school trip or visit
- to prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- to restrain a student at risk of harming themselves through physical outbursts.

Under no circumstances should staff use force as a punishment.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, Jamea will consider the risks carefully recognise the additional vulnerability of these groups. Jamea will also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

Jamea will reduce the occurrence of challenging behaviour and the need to use reasonable force by planning positive and proactive behaviour support, for example through drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers.

Please see the **Policy on Care and Control of Students** for full guidance.

## **Showers and Changing**

All staff are expected to:

- avoid any physical contact when children are in a state of undress.
- avoid any visually intrusive behaviour and where there are changing rooms.



- announce their intention of entering.
- avoid remaining in the room unless student needs require it.

All staff must not:

- change in the same place as children.
- shower with children.

### **One-to-one situations**

All staff should:

- avoid meeting with students in remote, secluded areas of Jamea
- ensure that there is visual access and/or an open door in one-to-one situations
- inform other staff of the meeting beforehand, assessing the need to have them present or close by
- avoid any one-to-one situations with students that may result in an interpretation of secrecy
- always report any situation where a child becomes distressed or angry to DSL

### **Intimate care**

Some students may require intimate care – this may include support with toileting or removing soiled/wet clothing. In supporting such students, staff should:

- adhere to a care plan agreed with parents/carers for all students requiring intimate care
- encourage students to act as independently as possible
- ensure that another member of staff is in close vicinity if intimate care is required
- record any instances of intimate care, justifying the need for any variations from the care plan; and
- share the need for intimate care with parents/carers, if irregular or unexpected

### **Visual access to classrooms**

All staff are expected to ensure that there is always visual access and/or an open door to their classrooms

Where staff feel the need to cover visual access to their door temporarily, they must be able to justify doing so on safeguarding grounds and must ensure that there is a second member of staff in the classroom at the time

### **Transporting of students**

All staff must:

- have fully comprehensive insurance.
- think carefully about the implication of transporting an individual in their car. ensure all passengers wear seat belts.
- never overload the car.

### **Addressing of Staff**

All staff must not:

- allow students to address them by their Forename alone.
- give their home telephone number to students who may wish to discuss problems with them. In some activities in/out of Jamea it may be necessary to pass on a home number i.e. sporting activities, exchange visits, etc.

### **Compromising situations**

If a member of staff feels that he/she has placed himself/herself in a compromising situation then an immediate discussion should take place with a senior member of staff or the DSL.

## Appendix 2: Whistle Blowing Procedure

### Introduction

Whistle Blowing is when an employee publicly discloses some alleged wrongdoing within an organisation.

Employees may be the first to notice something seriously wrong within Jamea. Employees may not disclose any information as they feel that speaking up would be disloyal to their colleagues, or to the organisation.

This policy aims to make sure that if you want to raise any concern, you can do so with confidence and without having to worry about being victimised or discriminated against.

This policy intends to deal with serious or sensitive concerns about any mal practice such as the following.

- Health and welfare of boarders at risk (boarders being mistreated as outlined above)
- Fraud or corruption
- Unauthorised use of public money
- Criminal Offence
- Any damage to Health and Safety
- Environmental damage
- Improper conduct or unethical behaviour
- A person being discriminated against due to their race, colour, religion, ethnic or national origin, disability, age sex, sexuality, class or home life.
- Attempts to suppress or conceal any information relating to any of the above

### Protection

All necessary action will be taken by the organisation to protect that employer who discloses information from harassment or victimisation or any retribution where an employee makes a disclosure in good faith and reasonably believes that it is true. However, if any information is disclosed which is untrue then the organisation will take appropriate disciplinary or legal action against the staff involved.

If a member of staff suffers adverse treatment, harassment or victimisation as a result of his or her disclosure, disciplinary action may be taken against the perpetrator.

Many employees keep their allegations anonymous, but these allegations tend to be far less effective. We request that if any employee making a disclosure puts his/her name to any disclosure. The identity of the employee raising the matter will be kept confidential if this is what he/she requires.

### Procedure

An employee should raise his concerns with the DSL if related to child protection issues or the Principal. If the relevant people cannot deal with the matter, he or she will refer the concern to the Trustee/s. If you are not satisfied, then you may contact local CSCI office at the following address: Ofsted Piccadilly Gate Store Street Manchester M1 2WD

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school's Managing Allegations Policy.

### Independent Advice

If you require independent advice you may phone the independent charity public concern at work on 0207 4046609 or the internet at [www.pcaw.co.uk](http://www.pcaw.co.uk); confidential advice will be given to you about how to raise a concern about serious malpractice at work.

For effective action to be taken it will be best to put all the concerns in writing with all the relevant details e.g. names, dates, places and reasons for making the disclosure.

### Respond

The person to whom the disclosure is made will consider the information and decide what action to take, any of the following can take place.

- Internal investigation
- Referred to the police
- Independent investigation

Any concerns that need to be dealt with which fall under other procedures the employee will then be advised to approach the appropriate member of staff or the concern will be passed onto the relevant person.

The employee relating the concern will be updated on the progress and outcome of any investigation.

### Appendix 3: Cause for Concern

Name of Member of Staff:

Safeguarding Children: Note of Concern

Name of child:	Class/group:	Date:
DOB:		
<p>Issue: Please record the details of the incident/issue you are concerned about. Include verbatim comments where possible. Please keep the account very factual. If you are reporting a potential incident of physical abuse remember to include a 'record of marks observed on a child'.</p>		
<p>(Please continue on the back if necessary.)</p>		
Reported to:		
Date and time reported:		
Outcome: Please include the outcome of discussions with parents/carers where this is appropriate.		
Further actions taken:		
Signed:		
Date:		

#### Appendix 4: Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

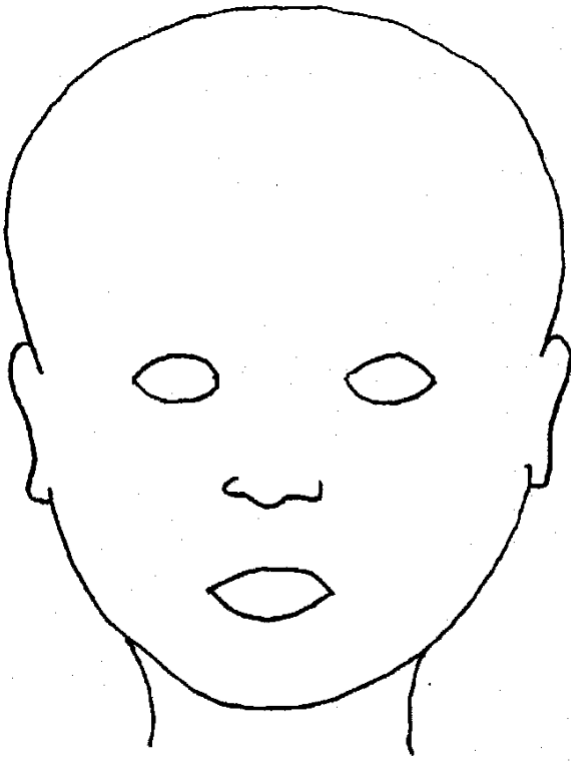
**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

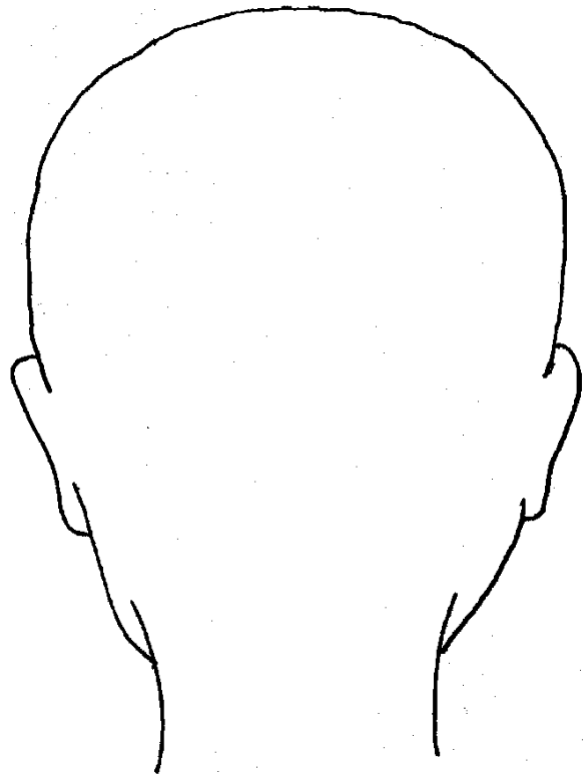
Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

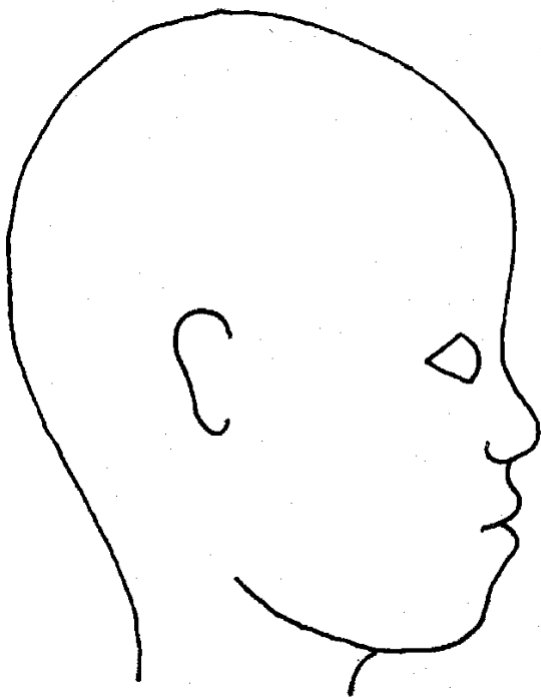
A copy of the body map should be kept on the child's concern/confidential file.



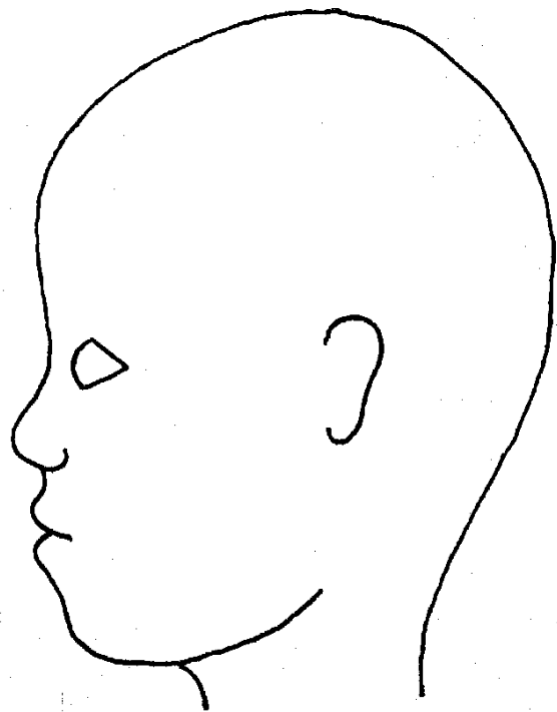
**FRONT**



**BACK**



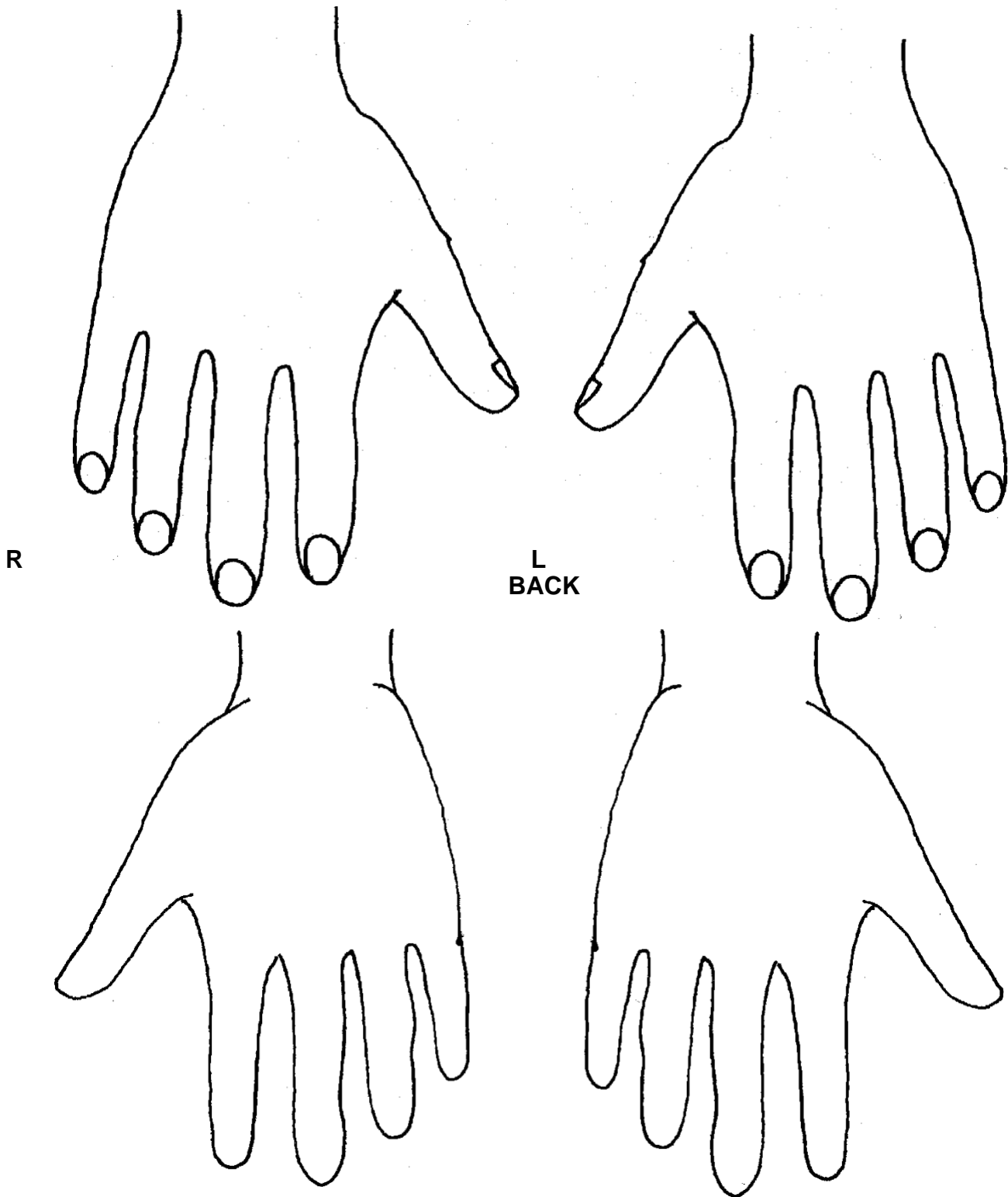
**RIGHT**



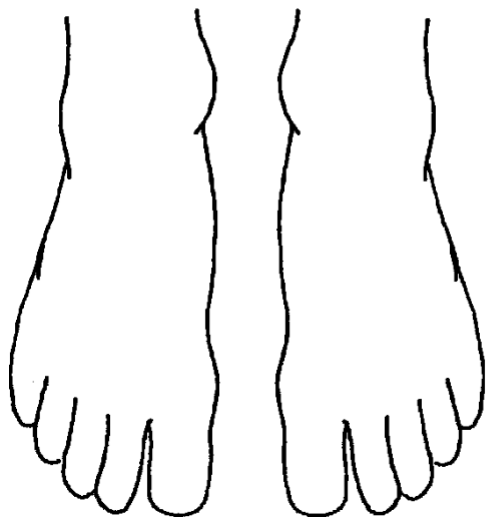
**LEFT**

Name of student:  
Date and time of observation:





Name of student:  
Date and time of observation:



R TOP L



R BOTTOM L



INNER



L



OUTER



L

Name of student:  
Date and time of observation:  
Printed name of staff:  
Signature of staff:  
Job title of staff:

**CHILD PROTECTION FILE**

<b>Student name:</b>			
<b>Date of birth:</b>			
<b>Any other name by which student is known:</b>			
<b>ID number:</b>			
<b>Date file started:</b>			
<b>Case number:</b>		<b>File number:</b>	
<b>Home address</b>		<b>Current address if different</b>	
<b>Contact tel. no.:</b>		<b>Contact tel. no.:</b>	
<b>Family members, i.e.: parents/carers/siblings</b>			
<b>Name</b>	<b>Relationship</b>	<b>Address</b>	<b>School details (in the case of siblings)</b>
<b>Are records held in schools relating to other connected children?</b>			
<b>Contact details of other professionals</b>			
<b>Name</b>	<b>Agency</b>	<b>Address</b>	

*Jamea al Kauthar is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

**CHRONOLOGY OF SIGNIFICANT EVENTS**

<b>Student name</b>	
<b>Date of birth</b>	

<b>Date of Event:</b>	<b>Significant Event:</b>	<b>Action:</b>	<b>Parents informed Y/N and reasons</b>	<b>Recorded by (full name and job title)</b>