

SAFEGUARDING AND CHILD PROTECTION POLICY

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Approved by:	Rabia Education Trust

<u>CONTENTS</u>	<u>PAGE</u>
NAMED PERSONNEL WITH DESIGNATED RESPONSIBILITY FOR SAFEGUARDING	4
SCHOOL COMMITMENT	4
SCHOOL RESPONSIBILITY	5
A SAFER SCHOOL CULTURE	7
SAFER RECRUITMENT AND SELECTION	7
SAFE PRACTICE/STAFF CONDUCT	8
MANAGING ALLEGATIONS AGAINST STAFF	8
SCHOOL TRAINING AND STAFF INDUCTION	9
OUR ROLE IN SUPPORTING CHILDREN	10
PARENTAL SUBSTANCE MISUSE AND THE EFFECTS ON CHILDREN	10
IMPACT ON CHILDREN	11
OUR ROLE IN PREVENTION OF ABUSE	11
SAFEGUARDING INFORMATION FOR PUPILS	12
RELATED SCHOOL POLICIES	12
CONFIDENTIALITY	12
PUPIL INFORMATION	13
PARTNERSHIP WITH PARENTS	13

MULTI-AGENCYWORK AND PARTNERSHIP WITH OTHERS	14
CHILDREN MISSING FROM EDUCATION	14
IDENTIFYING CHILDREN WHO ARE SUFFERING OR LIKELY TO SUFFER SIGNIFICANT HARM	15
DEFINITIONS	15
SPECIFIC SAFEGUARDING ISSUES	16
ABUSE AND NEGLECT	16
PEER ON PEER ABUSE	16
UPSKIRTING	17
CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION(CCE)	18
FOCUS ON SERIOUS VOILENCE	20
FEMALE GENITALMUTILATION(FGM)	20
MANDATORY REPORTING OF FGM- DUTY ON SCHOOLS	21
MENTAL HEALTH	21
CHILDREN REQUIRING MENTAL HEALTH SUPPORT	22
HONOUR BASED VIOLENCE	22
FOCUS ON ARRANGE MARRIAGE INDICATORS IN THE CHILD	23
SEXTING	24
TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME	24
CONCERNS STAFF MUST IMMEDIATELY REPORT	25
RESPONDING TO DISCLOSURE	25
WRITTEN RECORD OF THE DISCLOSURE PROVIDED TO DESIGNATED SAFEGUARDING LEAD	25
ACTION BY THE DESIGNATED SAFEGUARDING LEAD (OR DEPUTY SAFEGUARDING PERSON IN ABSENCE OF SAFEGUARDING LEAD)	25
ACTION FOLLOWING A CHILD PROTECTION REFERRAL	26
RECORDING AND MONITORING	26
CHILD SAFEGUARDING RECORD	26

RETENTION OF RECORD, DATA PROTECTION AND DISCLOSURE TO THIRD PARTIES	27
TRANSFERRING RECORDS TO OTHER SCHOOLS	28
SUPPORTING THE CHILD AND PARTNERSHIP WITH PARENTS	28
SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MULTIATION, OR TRAFFICKING	29
PREVENTING RADICALISATION- www.gov.uk/government/publications/channel-guidance	29
SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM	30
PREVENT STRATEGY	30
PREVENT IN LUTON	31
CHANNEL	31
RESPONSE	32
PREVENT CONTACT DETAILS	33
ONLINE SAFETY	33
FILTERS AND MONITORING	33
ROLES AND RESPONSIBILITIES	34
GOVERNING BODY	34
HEADTEACHER	35
DESIGNATED SAFEGUARDING LEAD	35
DESIGNATED SAFEGUARDING LEAD WITH RESPONSIBILITIES FOR CHILD	36
MANAGE REFERRALS	36
WORK WITH OTHERS	37
UNDERTAKE TRAINING	37
RAISING AWARENESS	38
CHILD SAFEGUARDING FILE	38
AVAILABILITY	38
OPERATION ENCOMPASS	38
RISK REDUCTION	39
APPENDIX- CONTACTS	39

COVID – CHILD PROTECTION ADDENDUM	44
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Child Protection

This policy is reviewed regularly (annually) and may be revised and updated as and when the need arises.

NAMED PERSONNEL WITH DESIGNATED RESPONSIBILITY FOR SAFEGUARDING

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Prevent and Op Encompass SPOC	Nominated Governor	Chair of Governors
2021 - 2022	Abida Mahmud	Afiya Kabir	Abida Mahmud	Aaliyah Williams	Zafar Khan

Dates of Staff training and details of course title and training provider

Whole school training	Course Title	Training Provider
27/08/2020	Foundation Safeguarding Training	Luton Borough Council (Safeguarding in Education Officer)
02/09/2021	Keeping Children Safe in Education(KCSIE) Part 1 and changes	Abida Mahmud (School's Designated Safeguarding Lead) Aaliyah Williams (Safeguarding Governor)
02/09/2021	Prevent (In house)	Abida Mahmud (School's Designated Safeguarding Lead) Aaliyah Williams (Safeguarding Governor)
February 2021	FGM	(online Learning Central Bedfordshire)

‘Show mercy (be kind) to those on earth, and Allah will show mercy upon you. The Prophet (peace be upon him) said, "He is not from amongst us who does not show respect to his elders and does not show affection or have mercy on the young."

SCHOOL COMMITMENT

This policy applies to all adults such as teaching staff, support and lunch staff, governors, parent helpers, volunteers, supply staff, visitors working in or on behalf of Rabia Girls’ and Boys’ School as well as young people in the setting.

All external visitors including governors, supply teachers, volunteers, contractors and speakers will be made aware of the information contained within our safeguarding policy and their responsibility to comply via the school.

Everyone working in or for our school has a responsibility to keep children safe by:

- providing and maintaining a safe learning environment for children to develop and thrive;
- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best life chances; and
- identifying children who are suffering or likely to suffer significant harm and taking appropriate action to address them in partnership with other organisations with the aim of keeping the child safe at home and at school.
- Where there is a safeguarding concern, Governing bodies, proprietor and school leaders should ensure the child's wishes and feeling are taken into account when determining what action to take and what services to provide.
- School has a zero-tolerance approach to sexual violence and sexual harassment

Rabia Girls' and Boys' School is committed to safeguarding and promoting the well-being of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We also recognise that all children have a right to be protected from abuse, and that, children who are abused or neglected may lack confidence and find it difficult to develop a sense of self-worth. They may suffer from low self-esteem or not view the world in a positive way. Whilst at school, their behaviour and ability to form relationships may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order to support all of our pupils.

SCHOOL RESPONSIBILITY

Every child entering our school setting becomes the responsibility of all the Adults around them. Our duty towards their welfare and safety also becomes an Islamic obligation for which we will be held accountable.

At Rabia Girls' and Boys' School, we believe that:

- all children/young people have the right to be protected from harm;
- children/young people need to be safe and to feel safe in school;
- children/young people need support which matches their individual needs, including those who may have experienced abuse;
- all children/young people have the right to speak freely and voice their values and beliefs;
- all children/young people must be encouraged to respect each other's values and support each other;
- all children/young people have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours; and
- all staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

We will fulfill their local and national responsibilities as laid out in the following documents:

- Working Together to Safeguard Children (DfE 2018)

- Keeping Children Safe in Education: Statutory guidance for schools and colleges (September 2021)
- What to do if you are worried a child is being abused (2015)
- Luton Safeguarding Children Procedures (<http://lutonlscb.org.uk/professionals/>)
- The Children Act 1989
- The Education Act 2002
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Safeguarding Vulnerable Groups Act 2006
- Sexual violence and sexual harassment between children in schools

This policy will contribute to safeguarding our pupils and promoting their welfare by:

- clarifying standards of behaviour for staff and pupils;
- 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;
- taking action to enable all children to have the best outcomes.
- Provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with the effective support document to identify what is the best support for the family at the time.
- contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;
- introducing appropriate work within the curriculum;
- encouraging pupils and parents to participate;
- alerting staff to the signs and indicators that all might not be well;
- developing staff awareness of the causes of abuse;
- developing staff awareness of the risks and vulnerabilities their pupils face;
- addressing concerns at the earliest possible stage
- reducing the potential risks pupils face of being exposed to violence, extremism, exploitation or victimisation.
- Capturing the child's voice where possible.

At Rabia Girls' and Boys' School, we endeavour to:

- create and maintain an ethos where our pupils feel safe, secure, comfortable and are encouraged to voice their concerns;
- ensure that all pupils are aware that there are trusted adults in the school to whom they can confide in any unhappy, worrying or unsafe circumstances; and
- equip our children with skills and knowledge to keep themselves safe from harm through our curriculum activities.

This policy will contribute to supporting our pupils by:

- identifying and protecting the most vulnerable;
- identifying individual needs where possible; and
- designing plans to meet those needs.

This policy will contribute to the protection of our pupils by:

- including appropriate work within the curriculum;
- implementing child protection policies and procedures; and
- working in partnership with pupils, parents and agencies.

A SAFER SCHOOL CULTURE

Safer Recruitment and Selection

Rabia Girls' and Boys' School pays full regard to DfE guidance 'Keeping Children Safe in Education' (DfE 2021). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult e.g. volunteers and staff employed by contractors.

All staff members are provided with the training about the guidance of 'Keeping Children Safe in Education Document 2020' which includes peer on peer abuse (including upskirting), honour based abuse and serious violence, early help, missing from education, county lines and the court system.

Our safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. We also undertake interviews, carry out DBS checks, verify the candidates DBS status, as well as carrying out the children's barred list and right to work in England checks.

In line with statutory changes underpinned by regulations, the school will maintain an up-to-date Single Central Record (SCR) detailing a range of checks carried out on staff. This document will be kept in a locked place and will cover the following people:

- all staff (including supply staff and teacher trainees) who work at the school: this means those providing education to children; and
- all members of the proprietor body.

The information that will be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained, **and** the date on which each check was completed/certificate obtained.

We will ensure that:

- identity checks are carried out on all appointments to our school workforce before the appointment is made;
- an enhanced Disclosure and Barring Service (DBS) check is carried out for all new appointments who will be engaging in regulated activity;
- a barred list check is carried out;
- a prohibition from teaching check is carried out;
- a section 128 check required for independent schools will be carried out for management positions including trustees/proprietor;
- a check to establish the person's right to work in the United Kingdom is carried out;
- all new appointments to our school workforce who have lived or worked outside the UK will be subject to additional checks as appropriate and will include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;
- a check of professional qualifications is carried out;
- the candidate's mental and physical fitness to carry out their work responsibilities is also verified;

- The name on the birth certificate is checked for best practice.
- supply staff & volunteers have undergone the necessary checks and will be made aware of this policy.

Where checks are carried out on volunteers, the school will record this on the single central record.

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in a regulated activity with a child.

Safe Practice/Staff conduct

Rabia Girls' and Boys' School will comply with the current Safe Practice guidance to be found in Luton Safeguarding Procedures at www.lscb.org.uk

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way (especially when working with individual pupils);
- where possible, work with other colleagues in situations open to question;
- should be conscious of the position of trust they hold in respect of the children;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability;
- comply and be aware of the confidentiality policy; and
- are aware that breaches of the law could result in criminal or disciplinary action being taken against them.

Managing Allegations Against Staff

We recognise that all adults within the school including permanent staff, supply staff, temporary staff, volunteer staff, parents and governors have a full and active part to play in protecting our pupils from harm.

Inappropriate behaviour by any of the above-mentioned adults within the school could take the following forms:

- **Physical**- For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional** - For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual** - For example sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- **Neglect** - For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

All staff working within our school must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately, where an allegation is made against any person working in or on behalf of the school that he or she has:

- a) behaved in a way that has harmed a child or may have harmed a child;
- b) possibly committed a criminal offence against or related to a child; or

- c) has behaved towards a child or children in a way that indicates s/he would pose a risk of harm to children as outlined in the DfE statutory guidance **Keeping Children Safe in Education 2021**.

Regarding supply teachers, whilst the school is not the employer of the supply teacher, it will ensure that allegations are dealt with properly. The school will usually take the lead in any investigation because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts or liaise with the LADO.

Allegations or concerns about colleagues and visitors must be reported direct to the headteacher unless the concern relates to the headteacher. If the concern relates to the headteacher, it must be reported immediately to LADO and then to the chair of governors and he/she will decide on any action required.

We will apply the same principles as in the rest of this document and we will always follow the Inter Agency Safeguarding Children Procedures that can be accessed at <http://bedfordscb.proceduresonline.com/index.htm>. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in a locked cupboard accessible to key staff only.

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

Appropriate whistle blowing procedures are in place within the school and can be read in further detail by accessing the separate school **Whistleblowing Policy**.

If a staff member feels unable to raise an issue with their senior leadership or feel that their genuine concerns are not being addressed, other whistleblowing channels may be open to them by accessing www.gov.uk/whistleblowing or alternatively www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline.

Safeguarding Children Board procedures can be accessed at www.lscb.org.uk.

School Training and Staff Induction

Our school's designated safeguarding lead (DSL) with responsibility for child protection undertakes basic child protection training and training in inter-agency working (provided by the Luton Safeguarding Children Board).

The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years. In addition to their formal training, their knowledge and skills will be updated (for example, via e-bulletins, meeting other DSLs or taking time to read and digest safeguarding developments) at regular intervals, **but at least annually**, to keep up with any developments relevant to their role.

The headteacher and all other school staff, including non-teaching staff, will undertake whole school training to equip them to carry out their responsibilities effectively, which is kept up to date by refresher training every year.

The senior management team will make sure all staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- safeguarding induction, a copy of our Safeguarding (Including Child protection) Policy (and this addendum); and
- Keeping Children Safe in Education part 1.

Basic Awareness online training which is available via <https://bedfordshirelscb.safeguardingchildren.co.uk/> is undertaken by new staff joining through the year (and those who have missed whole school training).

All staff (including temporary staff and volunteers) are provided and made aware of the school's Safeguarding Policy, informed of school's child protection arrangements, staff code of conduct and introduced to the DSL on induction.

Our Role in Supporting Children

We will offer appropriate support to individual pupils who have experienced abuse or who have abused others.

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

- the content of the curriculum i.e. PSHCE etc.;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- liaising with other agencies that support the pupil such as social services etc.;
- working in partnership with parents/carers and other agencies as appropriate;
- an individual support plan which will be devised, implemented and reviewed regularly for these pupils. This plan will detail areas of support, who will be involved as well as the pupil's wishes and feelings. A written outline of the individual support plan will be kept in the pupil's child protection record;
- responding to them in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims; and
- ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Parental Substance Misuse and the Effects on Children

The school will work together with other agencies to intervene and tackle the problems caused by substance misuse in families in order to safeguard children and promote their well-being.

Children's physical, emotional, social, intellectual and developmental needs can be adversely affected by their parent's misuse of substances.

Children cared for by adults who misuse substances or are on prescribed medication which inhibit responsible childcare, may need to be considered within the framework of children in need. In addition, it may be necessary, having regard to the lifestyle imposed on children by such adults, to consider them as children at risk of significant harm and therefore in need of protection.

It is important not to generalise or make assumptions about the impact on a child of parents who misuse drugs/alcohol as not all families will experience difficulties. They may be good enough parents who do not abuse or neglect their children, although research indicates that parental drug and/or alcohol use can have significant, damaging and long-lasting consequences for children. It is important that the implications for the child are properly assessed having full regard to the parent's/carer's ability to maintain consistent and adequate care. Equal regard should be given to each and every child's level of dependence, vulnerability and any special needs.

Impact on Children

Where there is concern that a parent/carer is involved in substance misuse, the impact on the child needs to be considered, including:

- the child's physical safety when the parent/carer is under the influence of drugs and/or alcohol;
- children suffering chronic neglect, from before birth and throughout childhood;
- possible trauma to the child resulting from changes in the parent's mood or behaviour, including exposure to violence and lower tolerance levels in the parent;
- the impact of the parent's/carer's behaviour on the child's development including their physical, emotional and psychological well-being, education and friendships;
- the extent to which the parent's/carer's substance misuse disrupts the child's normal daily routines;
- the impact on the child of being in a household where illegal activity is taking place particularly if the home is used for drug dealing and the children may come into contact with risky adults;
- how safely the parent's alcohol and/or drugs and equipment are stored as children can be at risk of ingesting substances or injuring themselves on drug paraphernalia;
- children being particularly vulnerable when parents/carers are withdrawing from drugs;
- dangerously inadequate supervision and other inappropriate parenting practices;
- inadequate accommodation and frequent changes in residence; and
- children being forced to take on a caring role and feeling they have the responsibility to solve their parent's problems.

Our Role in the Prevention of Abuse

We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

Curriculum - Relevant issues will be addressed through the PSHCE curriculum, for example, self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.

Relevant issues will be addressed through other areas of the curriculum, for example, ICT, English, History and Art.

Other areas of work - All our policies which address issues of power and potential harm, for example, anti-bullying, equal opportunities and positive behaviour, will be linked, to ensure a whole school approach.

Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Safeguarding Information for Pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff (DSL) with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. We use PSHCE and Online Safety awareness materials to help pupils learn how to keep safe including Child Line, NSPCC, Police, Stranger Danger, Anti-Bullying, cyber bullying, forced marriages etc.

Our school will ensure that pupils are made aware that information can be found in the following websites: (www.ceop.gov.uk, www.kidscape.org.uk, www.childline.org.uk, www.nspcc.org.uk, www.gov.uk/stop-forced-marriage , www.bullying.co.uk/cyberbullying/)

The school will offer peer support schemes such as prefects and a student council where children will have opportunities to voice any concerns.

Related School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health, child sexual exploitation (CSE), bullying (including cyber bullying), domestic abuse, drugs and substance misuse, 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), mental health, private fostering, radicalisation, sexting, teenage relationship abuse, trafficking etc. There may also be other safeguarding issues that are specific to the school and/or local area.

Keeping Children Safe in Education (2021) is the latest government publication on Child Safeguarding in Schools and is referred to in all our policies. Staff can access this document at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf

Confidentiality

The school has regard to "Information Sharing: Practitioner's guide" HM Government, July 2018 www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

The school has a clear and explicit confidentiality policy outlining:

- when information must be shared with the police and the Luton Multi-Agency Safeguarding Hub (MASH) where the child/young person is/may be at risk of significant harm;
- when the pupil's and/or parent's confidentiality must not be breached; and
- how information is shared on a need-to-know basis.

Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

If possible child protection issues arise, all adults involved must recognise the primary importance of maintaining confidentiality at all stages of the procedure. However, we ensure that all staff

understand that they must never 'PROMISE' a child confiding in them that they will "NOT TELL ANYONE". The child will be reassured that we will try our best to help him/her.

We ensure that all child protection information is kept locked separately to their personal files and will only be accessible to the DSL and headteacher.

Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. The school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives;
- names and contact details of all persons with parental responsibility (if different from above);
- emergency contact details (if different from above);
- details of any persons authorised to collect the child from school. In emergencies other family members are contacted;
- any relevant court orders in place including those which affect any person's access to the child (e.g., Children and Families Court Order, Injunctions etc.;
- if the child is or has been on the Child Protection Register or subject to a care plan;
- name and contact details of the G.P.;
- any other factors which may impact on the safety and welfare of the child.

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements.

Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to protect a child.

Rabia Girl's and Boys' School will share with parents any concerns we may have about their child unless doing so may place a child at risk of harm.

There may be exceptional circumstances when the school will discuss concerns with the Luton Multi-Agency Safeguarding Hub (MASH) and/or the police, without parental knowledge (in accordance with Luton Safeguarding Children's Procedures). Our statement to parents about our Child Protection Policy is:

"Our first concern will always be the welfare of your child. As a care provider for your child, we are required to follow Local Safeguarding Board procedures. As a carer for your child, we will at all time try to share with you any concerns we may have about your child. However, there may be times when we have to talk to Social Care before we talk to you."

We always aim to maintain a positive relationship with parents and encourage parents to discuss any concerns they may have with the headteacher.

We make parents aware of our policy on our website (www.rabiaschool.uk) and parents are made aware that they can view this policy in hard copy upon request.

Multi-Agency Work and Partnerships with Others

We work in partnership with other agencies in the best interests of all pupils. The school will, where necessary, make referrals to children's social care. The school is now also part of RELAY Protocol.

We recognise that it is essential to establish positive and effective working relationships with other agencies who are partners in the Luton Safeguarding Children Board.

There is a responsibility on all agencies to work together and share information to ensure the safeguarding of all children.

Referrals should be made by the Designated Safeguarding Lead to the LSCB where the pupil already has a safeguarding social worker. The request for service should go immediately to the social worker involved or, in their absence, to their team manager. We will co-operate with any child protection enquiries conducted by children's social care. The school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings, initial and review child protection conferences as well as core group meetings.

We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.

Where a pupil is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

Children Missing Education

www.gov.uk/government/publications/school-attendance

Children Missing Education (CME) in Luton is one of the statutory functions carried out by the Education Safeguarding Team.

Section 436A of the Education Act 1996 imposes a legal duty on all local authorities to identify, as far as it is possible to do so, Children Missing Education (CME) and get them back into education.

Rabia Girls' and Boys' school will inform the local authority of any pupil who is going to be deleted from the admission register. It will be done as soon as the grounds for deletion are met and in any event prior to the name of the pupil being deleted, so that the local authority can identify children of compulsory school age who are missing education and follow up on any child who may be at risk of abuse or neglect.

The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Contact: Children Missing Education Coordinator on: 01582 548180

The school follows the Luton LA procedures, 'Children Who May Be Missing/Lost from Education'.

Where children on roll at a school do not arrive and attend, and the school has made the usual enquiries, we refer the case to the Attendance & Pupil Support Service in the usual way. If the allocated worker cannot locate the child/family, they will inform the Children Missing Education team and the school will be advised by them or the Attendance & Pupil Support Service that they can take the child off roll (usually after 4 weeks).

A pupil going missing from the school is a potential indicator of abuse or neglect. The staff members should follow their procedures for dealing with who goes missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation.

Identifying Children Who are Suffering or Likely to Suffer Significant Harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday or, in the case of disabled children, 25 years.

Harm means 'ill-treatment' or impairment of 'health' or 'development' including, for example, impairment suffered from seeing or hearing the ill treatment of another.

Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Health includes physical and mental health.

Development means physical, intellectual, emotional, social or behavioural development.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical Abuse includes 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.

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. They can include non-contact activities such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet and mobile phones). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse is the **PERSISTENT** emotional ill treatment of a child which harms their emotional development. It may:

- involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate;
- feature age or developmentally inappropriate expectations being imposed on children;
- include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;

- involve seeing or hearing the ill treatment of another; and
- involve serious bullying (including cyber bullying via the internet or mobile phones) causing children to frequently feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

It may also include neglect of or unresponsiveness to a child's basic emotional needs.
(*Working Together to Safeguard Children, 2018*)

SPECIFIC SAFEGUARDING ISSUES

Abuse and Neglect

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

Peer-on-Peer Abuse (child on child)

The school recognises that children can abuse other children and such behaviours are never viewed simply as 'banter' or as part of growing up. Downplaying certain behaviours, for example dismissing sexual harassment as "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and an unsafe environment for children. Subsequently this can normalise abuse, leading children to accept that this is normal and minimises the chances of children reporting abuse.

Staff should not underestimate the potential for one child or young person to abuse another. There are many different forms peer-on-peer abuse can take, which may involve following categories:

- Peer on peer abuse can take many different forms, such as:
bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse, hitting, kicking, shaking, biting, hair pulling ((this may include an online element which facilitates, threatens and/or encourages physical abuse)

- sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet by persons aged under 18 (referred to as youth Produced Sexual Imagery)
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- sexual assault, 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;
- sexual violence or harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- up skirting (up skirting is an illegal offence which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm)
- sexually harmful or problematic behavior
- gang initiation or hazing type violence
- 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 understands that even if there are no reports in their schools or colleges it does not mean it is not happening. It may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding peer-on-peer abuse, they should speak to their DSL (or deputy).

Staff should be clear as to the school/colleges policy and procedures with regards to peer-on-peer abuse and the role they have to play in preventing it. School identify the indicators of peer on peer abuse and respond where they believe a child may be at risk from it.

The school will 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.

The school understands the referral pathways in response to sexual harassment and sexual violence as identified in Part 5 of KSCIE (2021).

Up skirting

Up skirting typically involves taking a picture under a person's clothing without them knowing, it cause the victim humiliation, distress or alarm.

The criminal offence of 'up skirting' was created under the Voyeurism Action September 2019 across England and Wales as it was already an offence in Scotland. Offenders can now face up to two years in prison and could be placed on the sex offenders' register. This could include instances where the offender claims they were doing it 'for a laugh' or when paparazzi are caught taking intrusive photographs.

School staff can access government guidance, as required, on the issues listed below at a number of gov.uk website addresses.

These include:

- bullying including cyber bullying - www.gov.uk/government/publications/preventing-and-tackling-bullying;
- children missing education – www.gov.uk/government/publications/children-missing-education;
- children missing from home or care – www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care;
- Domestic violence – www.gov.uk/domestic-violence-and-abuse;
- drugs – www.gov.uk/government/publications/drugs-advice-for-schools;
- fabricated or induced illness – www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced;
- faith abuse – www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief;
- forced marriage – www.gov.uk/forced-marriage;
- gangs and youth violence – www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence;
- gender based violence – www.gov.uk/government/policies/violence-against-women-and-girls;
- hate – www.educateagainsthate.com/;
- mental health – [www.gov.uk/government/publications/mental-health-and-behaviour-in-schools—2](http://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2);
- missing children and adults' strategy – www.gov.uk/government/publications/missing-children-and-adults-strategy;
- private fostering – www.gov.uk/government/publications/children-act-1989-private-fostering;
- sexting – www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/;
- teenage relationship abuse – www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/; and
- trafficking – www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious factor, 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off

occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Victims can be exploited even when the activity appears consensual and it should be noted that exploitation, as well as being physical, can be facilitated and/or take place online.

<https://www.gov.uk/CSE-definition-and-a-guide-for-practitioners>

Child sexual exploitation 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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming.

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

The following signs may be indicators of sexual exploitation:

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

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;

- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Where concerns are identified in relation to Child Sexual Exploitation the Effective Support document will be consulted in order to ensure the child receives support at the earliest possible opportunity

A multi-agency response via the Family Partnership Service/MASH may be initiated through in response to a referral. Where parental consent cannot be obtained, advice will be sought from the Multi Agency Safeguarding Hub.

If a child is thought to be at risk of significant harm through child sexual exploitation a referral will be made to the Multi Agency Safeguarding Hub within children's social care

In all cases intelligence will be shared with Bedfordshire Police using the information sharing form which will also be copied to the Single Point Of Contact for CSE within Luton Council

A Focus on Serious Violence

The Serious Violence Strategy was introduced in 2018 and covers offences such as homicide, knife and gun crime. There was a recognition that tackling serious violence requires a multi-strand approach which includes:

- Tackling county lines
- Early intervention and prevention
- Supporting communities and local partnerships
- Effective law enforcement and criminal justice response

Indicators which may signal that a child is at risk from or is involved with serious violent crime could 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 well-being;
- signs of assault or unexplained injuries; and
- unexplained gifts or new possessions which could indicate that children have been approached by or are involved with individuals associated with criminal networks or gangs.

Female Genital Mutilation (FGM)

www.gov.uk/government/publications/female-genital-mutilation-guidelines

FGM is defined by the World Health Organisation as 'all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-

medical reasons'. There is no cultural or religious justification for FGM and it has been illegal in this country since 1985. If it is performed on a British citizen in the UK or overseas then it is a crime. It can leave women and girls traumatised as well as in severe pain, cause difficulties in child birth, and, in some rare cases, lead to death. Current prevalence studies estimate that as many as 60,000 women and girls in the UK could be at risk of FGM and over 137,000 may already be living with the consequences. The main countries of origin where FGM is practised include Africa and the Middle East.

FGM frequently involves young girls between the ages of infancy and 15 years of age.

Professionals need to be alert to the possibility of a girl being at risk of FGM or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM which individually may not indicate risk, but, if there are two or more indicators present then this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them so sensitivity should always be shown when approaching the subject.

Warning Signs of Girls at Risk

- Member of a community whose country-of-origin practises FGM and that is less integrated into UK society
- A girl whose sister or other relatives have undergone FGM
- A girl whose parents have withdrawn her from lessons featuring FGM (where other warning signs are also present)
- Families making preparations for an extended holiday including arranging vaccinations in the country of origin
- Families may practice FGM in the UK when a female family member elder is visiting from the country of origin
- You may hear reference to FGM in conversation, for example, a girl may tell other children about it

Mandatory Reporting of FGM - Duty on Schools

Section 74 of the Serious Crime Act 2015 places a **statutory duty** upon teachers along with regulated health and social care professionals in England and Wales to report to the police where they discover that FGM has been carried out on a girl under 18 years. Those failing to report such issues will face disciplinary sanctions. Further detail can be found at www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Mental Health

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

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

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

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

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, well-being and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

Children Requiring Mental Health Support

Schools have an important role to play in supporting the mental health and well-being of their pupils. Where possible, the school will continue to offer support for mental health for all children and young people.

The school will also signpost all pupils, parents and staff to other resources to support good mental health at this time. This will include the government's Covid-19 guidance on supporting children and young people's mental health and well-being.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

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. Governing bodies and proprietors should 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.

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

Honour Based Violence

So-called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community including FGM, forced marriage, and practices such as breast ironing.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, school/college staff should speak with the designated safeguarding lead.

Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures using existing national and local protocols for multi-agency liaison with the police and children's social care.

A Focus on Arranged Marriage

In a forced marriage, one or both spouses do not consent to the arrangement of the marriage and some elements of duress are involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced marriage is an abuse of human rights and, where a child is involved, an abuse of the rights of the child.

Indicators in the Child

Warning signs that a child or young person may be at risk of forced marriage or may have been forced to marry may include:

- history of siblings leaving education early to marry;
- extended absences from school/college, truancy, drop in performance, low motivation, excessive parental restriction and control of movements;
- a child talking about an upcoming family holiday that they are worried about, fears that they will be taken out of education and kept abroad;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse;
- evidence of family disputes/conflict, domestic violence/abuse or running away from home;
- unreasonable restrictions such as being kept at home by their parents ('house arrest') or being unable to complete their education;
- a child being in conflict with their parents;
- a child going missing/running away;
- a child always being accompanied including to school and doctors appointments; and
- a child directly disclosing that s/he are worried that s/he will be forced to marry.

Anyone threatened with forced marriage or forced to marry against their will can apply for a Forced Marriage Protection Order. Third parties such as relatives, friends, voluntary workers and police officers can also apply for a protection order with the leave of the court. Fifteen county courts deal with applications and make orders to prevent forced marriages. Local authorities can seek a protection order for adults at risk and children, without leave of the court. Guidance published by the Ministry of Justice explains how local authorities can apply for protection orders and provides information for other agencies. (This is available at the Justice website).

The Anti-social Behaviour, Crime and Policing Act 2014 made it a criminal offence, with effect from 16 June 2014, to force someone to marry. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place); and
- marrying someone who lacks the mental capacity to consent to the marriage (whether they are pressured to or not).

Breaching a Forced Marriage Protection Order is also now a criminal offence. The civil remedy of obtaining a Forced Marriage Protection Order through the family courts, as set out above, continues to exist alongside the criminal offence, so victims can choose how they wish to be assisted.

Forcing someone to marry can result in a sentence of up to 7 years in prison.

Disobeying a Forced Marriage Protection Order can result in a sentence of up to 5 years in prison.

Where the concerns about the welfare and safety of the child or young person are such that a referral to children's social care should be made, the Referrals Procedure must be followed.

Involving families in cases of forced marriage is dangerous as it may increase the risk of serious harm to the victim. Experience shows that the family may punish them for seeking help.

Involving the family includes visiting the family to ask them whether they are intending to force their child to marry or writing a letter to the family requesting a meeting about their child's allegation that they are being forced to marry.

Relatives, friends, community leaders and neighbours should not be used as interpreters - despite any reassurances from this known person.

All professionals working with victims of forced marriage need to be aware that there may be only one chance to speak to a victim. If the victim is allowed to leave without the offer of support, the one chance to intervene may be lost.

The risk of significant harm may be increased if it becomes known that the young person has sought assistance. If forced marriage seems to be an issue:

- do not notify the young person's family (or other members of their community) that you intend to refer the matter to the police or children's social care and
- do not attempt to mediate.

Professionals should always consider the need for immediate protection as disclosure of the forced marriage may be the direct consequence of the impending event. Children's social care will liaise with the police to ensure the safety of the victim and any other family members.

Sexting

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people are asked, 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images. This advice only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

For the most recent guidance visit:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Taking Action to Ensure that Children are Safe at School and at Home

It is *not* the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or another senior member of staff in the absence of the DSL) prior to any discussion with parents.

All staff follow the Luton Safeguarding Children Procedures which are consistent with ***'Working Together to Safeguard Children 2018'*** and ***'What to do if you are worried a child is abused.'***

Concerns that Staff Must 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. 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 non-attendance
- Any hint or disclosure of abuse from any person
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Responding to Disclosure

FOR ALL STAFF, IT IS ESSENTIAL TO FOLLOW A STANDARD PROCEDURE IN THE EVENT OF CONCERNS ARISING ABOUT A CHILD PROTECTION ISSUE.

Any staff member who has a general concern about the welfare of a child must **OBSERVE, RECORD and DISCUSS** this concern with the designated safeguarding lead who will give advice on the best course of action.

Disclosures or information may be received from pupils, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity, ensuring that the needs of the child remain the priority and that such information cannot remain confidential.

Staff will immediately communicate what they have been told to the designated safeguarding lead, make a contemporaneous record and contact the Luton Multi-Agency Safeguarding Hub (MASH) on 01582 547653 (out of hours 03003008123) for consultation.

All cases of suspected child abuse (physical, sexual, emotional or neglect) will be given the highest priority.

Written Record of the Disclosure Provided to Designated Safeguarding Lead

All records need to be given to the DSL. **No** copies should be retained by the member of staff or volunteer. A record form must be used.

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

Action by the Designated Safeguarding Lead (or Deputy Safeguarding Person in their Absence)

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child;

- making an enquiry to find out if the child is subject to a Child Protection Plan by ringing the Luton Multi-agency Safeguarding Hub – 01582 547653 (out of hours 03003008123);
- discussing the matter with other agencies involved with the family;
- consulting with appropriate persons e.g. safeguarding officer, and/or the Luton Multi-Agency Safeguarding Hub (MASH); and
- the child 's wishes.

The DSL will then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk (i.e., sexual abuse, forced marriage or fabricated illness); and
- whether to make a child protection referral to the Luton Multi-Agency Safeguarding Hub (MASH), because a child is suffering or is likely to suffer significant harm, and if this needs to be undertaken immediately.

OR

- not to make a referral at this stage;
- if further monitoring is necessary; and
- if it would be appropriate to undertake an assessment – Single Assessment Part 1 (formerly EHA Early Help Assessment) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to the Luton Multi-Agency Safeguarding Hub (MASH) will be followed up in writing within 24 hours.

Action Following a Child Protection Referral

The designated senior person or other appropriate member of staff will:

- make regular contact with the social worker involved, to stay informed;
- wherever possible, contribute to the strategy discussion;
- provide a report for, attend and contribute to any subsequent child protection conference;
- if the child or children are placed on the child protection register, contribute to the child protection plan and attend core group meetings as well as review child protection conferences;
- where possible, share all reports with parents prior to meetings;
- where a child on the child protection register moves from the school or goes missing, immediately inform the Luton Multi-Agency Safeguarding Hub (MASH) - 01582 547653;
- where in disagreement with a decision made by the Luton Multi-Agency Safeguarding Hub (MASH), for example, not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the Luton Safeguarding Children Procedures: http://bedfordscb.proceduresonline.com/chapters/p_reolution_disagree.html#professtional_disagree.

Recording and Monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim, where possible, and a note made of the location and description of any injuries seen.

Keeping children safe in education 2018 (p.8) identifies that 'All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing'. Therefore, records included within a child's safeguarding file may include the following:

- All school/setting welfare concern forms
- Any notes initially recorded in the form of notebooks or diaries
- Records of discussions, telephone calls and meetings (with colleagues, other agencies or services, parents and children/young people)
- Records of school/setting decision making as well as action taken and appropriate justifications
- Professional consultations
- Letters sent and received
- Print outs of emails or other electronic communications sent and received
- Referral forms (both for external and education-based services)
- Minutes of meetings (copies for each child as appropriate)
- Formal plans linked to the child (e.g. Child Protection Plan)

If any electronic systems are used by the school/setting to store and transfer any child protection files then this must always take place in accordance with the key principles of the Data Protection Act 1998.

All documents will be retained in a 'Child Safeguarding' file, separate from the child's school file. This will be locked away and only accessible to the headteacher and designated safeguarding lead. These records will be copied, with the original file being transferred to any school or setting the child moves to, clearly marked 'Child Safeguarding, Confidential, for attention of Designated Safeguarding Lead for Child Safeguarding.'

Retention of Records, Data Protection and Disclosure to Third Parties

Records relating to child safeguarding are exempt information under the Education (School Records) Regulation 1989. They can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 2018.

Neither the parent nor the child has an automatic right of access to child safeguarding records. It is, however, best practice to share information written by staff unless there is a valid reason to withhold it. If an application is made to see the whole record, advice should be sought from the local authority safeguarding adviser or school safeguarding officer, and the child's social worker if they have one. All third-party information should be removed or consent sought for its disclosure from source.

Cases of alleged abuse that result in court proceedings may require the school/setting to disclose their records, either through the police or social services. Records (suitably anonymised) may also be requested for use in disciplinary proceedings

In all court cases, a requesting solicitor or other third party should be advised that a witness summons or subpoena should be obtained. In these situations, the advice of your local authority legal department should be sought.

Transferring Records to Other School Settings

Child safeguarding files should always be kept by the current education setting which the child attends. Transferring schools/settings do not need to keep copies of child safeguarding files but, if

they do, they must be kept in accordance with data retention (see next paragraph.). In cases where there may be ongoing involvement from transferring schools/settings, for example, if any siblings still attend your school/setting, then DSLs may wish to take copies of chronologies etc. if appropriate.

It is the responsibility of the transferring school/setting to ensure that child safeguarding files are sent to the receiving school/setting. However, DSLs, in receiving schools/settings should always seek to proactively ensure that positive communications are in place with any feeder schools/settings at transition, to check that child safeguarding files have been sent.

Current guidance from the Records Management Society is that when a child with a child safeguarding record reaches statutory school leaving age, the last school/setting attended should keep the child safeguarding file until the child's 25th birthday. Following this, the file should then be shredded and a record should be kept of this having been done including the date and why.

Supporting the Child and Partnership with Parents

- The school recognises that the child's welfare is paramount, however, good child protection practice and outcome relies on a positive, open and honest working partnership with parents.
- In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the designated safeguarding lead;
- Whilst we may, on occasion, need to make referrals without consultation with parents/carers, because by contacting them it may increase the risk of significant harm to the pupil, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- We will always endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents. The designated senior person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.
- Working Together 2018 states: children should, wherever possible, be seen alone and local authority children's social care has a duty to ascertain the child's wishes and feelings regarding the provision of services to be delivered. It is important to understand the resilience of the individual child when planning appropriate services. The Children Act 1989 promotes the view that all children and their parents should be considered as individuals and that family structures, culture, religion, ethnic origins and other characteristics should be respected.
- Staff must realise the importance of not only listening to the child but also taking action to ensure the child's safety.
- Parents/carers will be informed about our safeguarding policy through the *school prospectus, website and essential information for parents*.

Safeguarding Pupils Who Are Vulnerable To Exploitation, Forced Marriage, Female Genital Mutilation, Or Trafficking

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

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. Our staff are supported to recognise warning signs and symptoms in relation to specific issues in an age-appropriate way in their curriculum. Furthermore our:

- school works with and engages our families and communities to talk about such issues;
- staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible;
- designated safeguarding lead knows where to seek and get advice as necessary; and
- school brings in experts and uses specialist material to support the work we do.

Preventing Radicalisation

www.gov.uk/government/publications/prevent-duty-guidance

Section 26 of The Counter-Terrorism and Security Act 2015, which received Royal Assent on 12 February 2015, places a statutory duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism' ("the Prevent duty").

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police.

Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police, and where considered, appropriate and necessary consent is obtained, will arrange for support to be provided to those individuals.

The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Schools and colleges which are required to have regard to Keeping Children Safe in Education 2018 are listed in the Act as partners of the panel.

Schools need to build an understanding of their context and the Prevent agenda. The four strands then help to mainstream Prevent work within the School Improvement Plan:

- Harmful local influences
- ICT
- Responding to local events
- Responding to national or global events

Safeguarding Pupils Who are Vulnerable to Extremism

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

Rabia Girls' and Boys' School values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

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

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

Prevent Strategy

Prevent is one of strand of the UK's overall counter terrorism strategy, known as CONTEST. Prevent aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives:

- Challenging **ideologies** that support terrorism and those who promote it
- Protecting vulnerable **individuals** from being drawn into extremism through appropriate advice and support
- Supporting sectors and **institutions** where there is a risk of radicalisation

Section 26 of the Counter Terrorism and Security Act 2015 places a statutory duty on specified authorities to have '*due regards to the need to prevent people from being drawn into terrorism*'. Specified authorities identified as part of this duty apply to bodies which have significant interaction with children, young people and adults who could be vulnerable to radicalisation and extremism. The authorities listed within this duty include early years and out of school settings, schools, colleges and private and voluntary services that exercise functions in relation to children, for example, children's homes and private fostering agencies.

The National Prevent Strategy Defines Extremism as:

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

Young people growing up will experience risk associated with the transition from childhood to adulthood and this can involve exploring alternative ideologies and engaging in risky behaviours

therefore it is vital that the focus of Prevent work is targeted at preventing people exposing themselves to risk and providing early support to prevent further escalation of risk. Establishments working with children and young people can help with this work by building a strong curriculum that enables children and young people to think critically and build resilience along with providing positive supportive mechanisms within their establishments and local communities.

Prevent in Luton

Luton Borough Council acknowledges the added pressures on schools after the Prevent Duty was made a statutory responsibility.

“Prevent Duty places a duty onto agencies to have due regard to the need to prevent people from being drawn into terrorism in their day to day duties...” (Counter-terrorism and Security Act 2015).

To help you through this process, three Local Authority Channel Coordinators have been recruited for Bedfordshire. They will be:

- able to give you advice and support on any young person or adult who you feel may be vulnerable to extremism or radicalisation;
- able to advise on how to manage discussions about concerns you might have with parents in order to maintain the transparent and positive relationship that you already have with the parent, carers and young people you work with; and
- able to explain the Channel process to you so you feel comfortable and at ease to support young people and adults through the support on offer through this process.

How to Make a Referral

In Luton, referrals are only accepted on an Early Help Assessment (EHA). Once an Early Help Assessment has been completed, it can be submitted by emailing it to the Early Help Referral & Advice Hub at:

Email: channel-beds@luton.gcsx.gov.uk or eha@luton.gov.uk

(The EHA form can be accessed via the EHA Website: <http://www.luton.gov.uk/eha>)

If you would like support or advice, please contact:

EHA team

Futures House, The Moakes, Luton, LU3 3QB

Tel: 01582 548231

Channel

Channel is a partnership approach to identify and safeguard individuals who may be vulnerable to being radicalised and drawn into terrorist activity. The process is a key strand of the government's Prevent Strategy. Building on existing partnership structures, Channel works in a similar way to other safeguarding processes that support individuals at risk from involvement in gangs, drugs and

knife crime. By safeguarding those most at risk of being drawn into terrorism, they can be diverted away from any potential threat at an early stage.

Partnership and community involvement are vital to Channel ensuring that people most at risk are given support at an early stage. Partners include:

- local authorities;
- education;
- health;
- probation;
- youth offending teams and prisons;
- police and other emergency services;
- UK Border Agency;
- community and voluntary services; and
- local communities.

Through the Channel process, partners are able to work together to assess the nature and extent of the risk and, where necessary, provide an appropriate support package tailored to the individual's needs. A multi-agency panel, chaired by the local authority, decides on the most appropriate action to safeguard an individual and this is monitored closely and reviewed regularly.

The support provided will vary according to the nature and extent of the risk that has been identified by the multi-agency panel and may include targeted support (including faith guidance, counselling and mentoring or diversionary activities) or by providing access to specific services such as health or education.

Guidance for partner agencies on the Channel process is available at:

<http://www.homeoffice.gov.uk/publications/counter-terrorism/prevent/channel-guidance>

This provides local partner agencies in England and Wales with advice on implementing Channel and details of the support it can provide for vulnerable individuals.

For more information about Channel please contact Dave Layton-Scott at:

David.Layton-Scott@Bedfordshire.pnn.Police.uk

Response

Our school, like all others, is required to identify a Prevent single point of contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism (this is the designated safeguarding lead).

Below is the summary of the procedure followed:

- Identification and initial discussion with the single point of contacts (SPOC) in LA followed by a direct referral to LACC via an early help assessment
- Maintain proper record
- Screening Referrals by LACC
- Screen referral to ensure there is a specific vulnerability around radicalisation and the referral is not malicious, misguided or misinformed
- Complete vulnerability assessment
- Exit or referral to other support including PCM
- Appropriate assessment at Multi-Agency Channel Panel

- Determine suitability (alternative support mechanisms)
- Collective assessment of vulnerability and risk
- Identify and procure appropriate support package
- Review panel decisions at 6 and 12 months
- Delivery of support

Prevent contact details

PREVENT OFFICER

Rebecca Brennan

Rebecca.brennan@bedfordshire.pnn.police.uk

01582 473 086

07983 340 123

Online Safety

The use of technology has become a significant component of many safeguarding issues. With child sexual exploitation, radicalisation and sexual predation, technology often provides the platform that facilitates harm. An effective approach to online safety empowers the school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify intervene and escalate into three areas of risk:

- Content: Being exposed to illegal, inappropriate or harmful material
- Contact: Being subjected to harmful online interaction with others
- Conduct: Personal online behaviour that increases the likelihood of, or causes, harm.

Filters and Monitoring

The governing body will be doing all that they reasonably can to limit children's exposure to the above risks from the school/college IT system. As part of this process, the governing body will ensure the school has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn, governing bodies will consider the age range of the pupils, how often they access the school's IT system and the proportionality of costs versus risks.

The appropriateness of the filtering and monitoring systems in place will be informed in part by the risk assessment required by the Prevent duty.

Further detailed information on the school's response to online safety can be found in the separate school online safety policy and associated acceptable use policies, in respect of information technology for use by staff and pupils/students.

Useful links and resources

Luton council:

https://www.luton.gov.uk/Community_and_living/crime-and-community-safety/letstalkaboutit/prevent/Pages/default.aspx

Prevent duty guidance:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Channel general awareness:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

UK Safer Internet Centre:

<http://www.saferinternet.org.uk/>

Department for Education guidance:

<http://www.foundationyears.org.uk/files/2015/06/prevent-duty-departmental-advice.pdf>

Prevent for Schools:

<http://www.preventforschools.org/>

UK Safer internet Centre:

<http://www.saferinternet.org.uk/>

Working Together to Safeguard Children:

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

Keeping Children Safe in Education:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

ROLES AND RESPONSIBILITIES

Governing Body

- The governing body are the accountable body for ensuring the safety of the school. School's Governing Body will ensure they facilitate a whole school approach to safeguarding, this means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

Our governing body will ensure that:

- the school has a Safeguarding (Child Protection) policy and procedures in place that are in accordance with the LA guidance and locally agreed inter-agency procedures, and the policy is made available to parents on our website, a copy of which can be requested from the school office;
- the school operates 'safer recruitment' procedures and makes sure that all appropriate checks are carried out on all staff and volunteers who work with children and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training (reviewed every 5 years);
- at least one senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy), providing advice and support to other staff, liaising with the local authority and working with other agencies. This role will be specified in their job description and carry the title designated safeguarding lead. This lead role will not be delegated; however, the designated safeguarding lead professional may be assisted by a deputy who will be trained to the same standard.
- the designated safeguarding lead attends appropriate refresher training every two years.

- governing bodies and proprietors will ensure that appropriate policies are in place in order for appropriate action to be taken in a timely manner to support children's welfare
- staff including the headteacher undertake appropriate child protection training which is updated regularly;
- temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities;
- where services or activities are provided on the school premises by another body, the body concerned have appropriate policies and procedures in place with regard to safeguarding children and child protection, and liaises with the school on these matters where appropriate;
- the school has procedures for dealing with allegations of abuse against staff and volunteers, that comply with guidance from the local authority and locally agreed inter-agency procedures;
- online safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media;
- the nominated governor for child protection at the school is **Zafar Khan**. The nominated governor is responsible for liaising with the headteacher and designated safeguarding lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils;
- governors (safeguarding governors) attend safeguarding training;
- the nominated governor will liaise with the headteacher and the designated safeguarding lead to produce reports for trustees;
- the chair of governors is responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the headteacher;
- the governors remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- the school provides an appropriate safeguarding response in accordance with the Effective Support document and local safeguarding procedures in order to safeguard children.
- the governors review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.
- the governors ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Headteacher

Our headteacher will ensure that:

- the policies and procedures adopted by the governing body or proprietor are fully implemented and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies; and
- a full working relationship is maintained with the Luton Virtual School headteachers **Claire Lenihan** and **Sandy Hamilton-Clarke**, in respect of all pupils at the school who are the subject of 'looked after' status (01582 548137).

Designated Safeguarding Lead

There is a change to the role of the designated safeguarding lead.

1. The role of the designated safeguarding lead carries a significant level of responsibility and should be given the time, funding, training, resources and support needed to carry out the role effectively.
2. The DSL should 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.

Our designated safeguarding lead on the senior leadership team is **Abida Mahmud**. She has lead responsibility and management oversight and accountability for child protection and, with the headteacher, will be responsible for coordinating all child protection activity.

The designated safeguarding lead will lead regular case monitoring reviews of vulnerable pupils. These reviews must be evidenced by minutes and recorded in case files.

When the school has concerns about a pupil, the designated safeguarding lead will decide what steps should be taken and should advise the headteacher.

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the designated safeguarding lead feels that their having knowledge of a situation will improve their ability to deal with an individual pupil and/or family. A written record will be made of what information has been shared with whom, and when.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each pupil. Files will be kept for at least the period during which the pupil is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by the designated safeguarding lead will be restricted and only authorised personnel will have access to them. Parents will be aware of information held on their child and kept up to date regarding any concerns or developments by the appropriate members of staff.

Any information held on a pupil will not be disclosed to the parents if this would put the pupil at risk of significant harm.

The designated safeguarding lead with responsibility for child protection will:

Manage referrals

They will:

- refer cases of suspected abuse or allegations to the Luton Safeguarding Children Board (LSCB) and Response Service as required;
- act as a source of support, advice and expertise within the educational establishment;
- support staff that make referrals to LSCB and Response service;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the police, as requested.

- the DSL will ensure that for best practice, case load supervision occurs regularly to identify next steps and escalation, in order to provide the best outcomes for children.

Whilst the school may choose to have a deputy designated safeguarding lead, the deputy will be trained to the same standard as the designated safeguarding lead.

Whilst activities of the designated safeguarding lead may be delegated, the ultimate lead responsibility for child safeguarding remains with the designated safeguarding lead.

Work with others

They will:

- liaise with the headteacher to inform him/her of any issues and ongoing enquiries under Section 47 of the Children Act 1989 and all police investigations;
- ensure there is always cover for this role;
- as required, liaise with the 'case manager' and the local area designated officer (LADO) for child protection concerns (all cases which concern a member of staff); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Undertake training

The designated safeguarding lead will:

- along with their deputy, undergo training to provide them with the knowledge and skills required to carry out their role which will include recognising how to identify signs of abuse and when it is appropriate to make a referral to the relevant investigating agencies. This training will be updated every two years.
- undertake Prevent awareness training.
- in addition to the formal training set out above, refresh their knowledge and skills (this might be via e-bulletins, meeting other designated safeguarding leads or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually. This is to allow them to understand and keep up with any developments relevant to their role so that they understand the assessment process for providing early help and intervention, for example, through locally agreed common and shared assessment processes such as the single assessment process.
- have a working knowledge of how the Luton Safeguarding Children Board operate, the conduct of a child protection case conference *and* be able to attend and contribute to these and ongoing child protection plans.
- ensure that all staff have access to and understand the school's child protection policy and procedures especially new and part-time staff.
- ensure that all staff have safeguarding and online safety training as part of induction training;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- keep detailed accurate secure written records of referrals, discussions with other agencies and/or concerns;
- understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raising awareness

The designated safeguarding lead will:

- ensure the school child safeguarding policy is known, understood and used appropriately;
- ensure the child protection policy is updated and reviewed annually (as a minimum) and that the procedures and implementation are updated and reviewed regularly as well as work with the governing body regarding this;
- ensure that parents are made aware of the child protection policy which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of the establishment in this is to avoid conflict later; and
- link in with the Luton Safeguarding Children Board to make sure staff are aware of training opportunities and the latest policies on safeguarding.

Child Safeguarding File

- Where a child leaves the school/setting, ensure the child protection file is copied and forwarded onto the safeguarding lead at the new establishment ASAP ensuring secure transit. With due regard to their confidential nature and in line with current government guidance on the transfer of such records, a confirmation of receipt will be obtained. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date. It will be transferred separately from the main school file.
- If sending by post, pupil records will be sent by 'Special/Recorded Delivery'. For audit purposes, a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the pupil's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- If a child goes missing or leaves to be educated at home, then the child protection file should be copied, and the copy forwarded to Children Missing Education (CME).
- Where the parents inform the school that they wish to 'home educate' their child, the school will contact the CME Department also.

Availability

During term time, the designated safeguarding lead (or a deputy) will always be available (during normal school hours) for staff in school to discuss any safeguarding concerns. Whilst generally speaking, the designated safeguarding lead (or deputy) would be expected to be available in person. In exceptional circumstances, availability via phone and or Skype or other such mediums is acceptable.

Operation Encompass

Operation Encompass operates in all police forces across England. The process helps to support schools in providing emotional and practice help to children. Where police attend an incident of domestic abuse, whereby children live within the household, a notification will be sent to the child's school the following day to notify the school of the incident. The information provided to the school ensures that the school have up to date information for children who have experienced a domestic abuse incident within the home. Schools can use this information to provide further wellbeing support internally. Should the school feel the information provided to them, provides additional

concern to existing concerns or worries, the school as per the local safeguarding procedures must be a referral into the Multi Agency Safeguarding Hub. Operation Encompass does not replace statutory safeguarding procedures.

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC- UK domestic-abuse Signs Symptoms Effects](#)

- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safelives: domestic abuse and young people](#)
- [Domestic abuse specialist sources for support](#)
- [Home: Operation Encompass](#)

Risk Reduction

The school governors, the headteacher and the designated safeguarding lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's curriculum, SEND policy, visitors policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

APPENDIX 1 –Contacts

LUTON SAFEGUARDING CONTACTS

Emergency Duty Team

Tel: 01525 405 109

Head of Service – Strategic Safeguarding, Quality Assurance & Practice Improvement

Glen Denham

Tel: 01582 548 313

Email: Glen.Denham@luton.gov.uk

Local Authority Designated Officer (LADO)

Paul James

Tel: 01582 548 069

Email: Paul.James@luton.gcsx.gov.uk

Local Authority Designated Officer (Deputy LADO)

Melanie Field

Tel: 01582 548 069

Email: Melanie.Field2@luton.gcsx.gov.uk

Responsible Individual, Corporate Director - People

Amanda Lewis

Tel: 01582 548 400

Email: Amanda.Lewis@luton.gov.uk

Senior Education Officer - Admissions & Planning

Debbie Craig

Tel: 01582 548 015

Email: Deborah.Craig@luton.gov.uk

Senior School Improvement Advisor

Alan Radford

Tel: 01582 548203

Email: Alan.Radford@luton.gov.uk

Senior School Improvement Advisor

Caroline Dawes

Tel: 01582 548 216

Email: Caroline.Dawes@luton.gov.uk

Service Director - Adult Social Care

Maud O'Leary

Tel: 01582 547 503

Email: Maud.Oleary@luton.gov.uk

Service Director - Children & Families Social Work

Lee-Anne Farach

Tel: 01582 547 502

Email: Lee-Anne.Farach@luton.gov.uk

Service Director - Education Support, Challenge & Intervention

John Wriggles worth

Tel: 01582 548 219

Email: John.Wrigglesworth@luton.gov.uk

Service Director - Prevention & Early Intervention

Jo Fisher

Tel: 01582 548 006

Email: Joanne.Fisher@luton.gov.uk

Service Manager - Child Protection & Assessment

Denise Goodwin

Tel: 01582 548 104

Email: Denise.Goodwin@luton.gov.uk

Service Manager - Children with Disabilities

Kate Burchell

Tel: 01582 547 579

Email: BurchelK@luton.gov.uk

Service Manager - Corporate Parenting

Chris Chalmers (Interim)

Tel: 01582 547 560
Email: Chris.Chalmers@luton.gov.uk

Service Manager - Early Intervention

Nick Chamberlain
Tel: 01582 548 057
Email: Nick.Chamberlain@luton.gov.uk

Service Manager - Flying Start & Healthy Child Programme

Stephanie Cash
Tel: 01582 547 980
Email: Stephanie.Cash@luton.gov.uk

Service Manager - Luton Youth Offending Service

David Collins
Tel: 01582 547 900
Email: David.Collins@luton.gcsx.gov.uk

Service Manager - Multi Agency Safeguarding Hub (MASH)

Bev Hendricks
Tel: 01582 547 990
Email: Bev.Hendricks@luton.gov.uk

Service Manager - Principal Educational Psychologist

Linda Delmar
Tel: 01582 546 256
Email: Linda.Delmar@luton.gov.uk

Service Manager - Special Needs & Assessment

Davina Stubbs
Tel: 01582 548 158
Email: Davina.Stubbs@luton.gov.uk

Service Manager - Strategic Safeguarding & DoLS

Brickchand Ramruttun (Interim)
Tel: 01582 547 767
Email: Brickchand.Ramruttun@luton.gov.uk

Programme Director – Family Safeguarding

Adele Ellis
Tel: 01582 547 990
Email: Adele.Ellis@luton.gov.uk

LUTON CHILDREN SAFEGUARDING BOARD

01582 547624 or 01582 547590

VIRTUAL SCHOOL HEADTEACHERS

Claire Lenihan and Sandy Hamilton-Clark

01582 548137

CHILDREN MISSING EDUCATION

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cme@luton.gcsx.gov.uk

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0300 123 1231

THE POLICE LUTON

01582401212

LOCAL AUTHORITY CHANNEL COORDINATORS

channel-beds@luton.gcsx.gov.uk

eha@luton.gov.uk

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PREVENT OFFICER

Rebecca Brennan

Rebecca.brennan@bedfordshire.pnn.police.uk

01582 473 086

07983 340 123

NSPCC

0808 8005000

FGM

The Female Genital Mutilation Helpline

fgmhelp@nspcc.org.uk

0800 028 3550

APPENDIX 2 - websites

Useful websites, guidance documents, training materials

WEBSITES

Luton Safeguarding Children Board

<http://lutonlscb.org.uk/>

Safeguarding Training

<https://bedfordshirelscb.safeguardingchildren.co.uk/>

Prevent

https://www.luton.gov.uk/Community_and_living/crime-and-community-safety/letstalkaboutit/prevent/Pages/default.aspx

ONLINE SAFETY SUPPORT

Keeping Children Safe Online

www.ceop.gov.uk

Dot Com Children's Foundation

www.dotcomcf.org/

Bullying & child abuse

www.anti-bullyingalliance.org.uk/

www.kidscape.org.uk

www.childline.org.uk

www.nspcc.org.uk

CSE Internet Safety

www.ceop.org.uk/thinkuknow

www.childnet-int.org

Forced Marriages

https://www.luton.gov.uk/Community_and_living/crime-and-community-safety/Domestic_violence/Pages/Domestic%20abuse,%20forced%20marriage%20and%20honour-based%20violence.aspx

Kidsmart

www.kidsmart.org.uk

www.yhgfl.net

Sexting

<https://www.thinkuknow.co.uk/professionals/guidance/ukccis-sexting-guidance/>

Safe Practice in Physical Education in Schools and School Sport

www.afpe.org.uk/

HM GOVERNMENT (DfE) GUIDANCE DOCUMENTS

Keeping Children Safe in Education (DfE 2018)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Safeguard Children (DfE 2018)

www.gov.uk/government/publications/working-together-to-safeguard-children--2

What to do if you're worried a child is being abused (DfE 2015)

www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

SCHOOL DOCUMENTS

Guidance for Safe Working Practice for Adults who work with Children and Young People in Education settings – October 2015

<http://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-settings/>

COVID - Child Protection Addendum

1. Scope and definitions

This addendum sets out changes to our normal Safeguarding (including Child Protection) Policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal Safeguarding (including Child Protection) Policy continues to apply.

The Department for Education's (DfE's) Definition of 'Vulnerable Children'

Vulnerable children and young people for the purposes of continued attendance during the coronavirus (Covid-19) outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
- have an education, health, and care (EHC) plan and it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment;
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services) and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of

becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion.

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, Keeping Children Safe in Education (September 2020). Although, due to the Covid-19 crisis, we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements) to deal with safeguarding concerns and any other matters pertaining to child protection
- It is essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act immediately on any concerns they have about a child/young person. It is still vitally important to do this, both for children still attending school and those at home.

Leaders and teachers should be aware of the impact the current circumstances can have on the mental health of young people (and their families) and with a phased return of pupils, ensure the dual focus is upon ensuring the safety of pupils at home and in school.

For children/young people who are at home, where there are previous safeguarding concerns, each school has formulated a RAG rated system which determines the frequency of contact that will take place with the child/young person's family. This agreed contact will be made by members of each school's welfare team and records of all contact recorded accordingly. Any concerns that arise from this contact will be dealt with in line with ordinary safeguarding procedures, including referring to children's services where appropriate or contacting other professionals involved with the family, such as a social worker.

Furthermore, a continuous dialogue will take place between social workers allocated to each school's families and the welfare team, in order that both parties can keep abreast of concerns.

4. DSL (and deputy) arrangements

There will always be DSL who can be contacted and have responsibility for safeguarding students as per normal procedure.

If a DSL cannot be on a school site, in addition to being contactable, a senior leader should have responsibility for safeguarding.

For the period of coronavirus measures, a trained DSL will continue to be classed as such, even if they miss their refresher training. They should remain up to date through networks and other relevant information.

5. Working with other agencies

We will continue to work with children's social care and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- the local authority about children with education, health and care (EHC) plans;
- the local authority designated officer; and
- children's social care, reporting mechanisms, referral thresholds and children in need.

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure does not attend or stops attending.

In these cases, we will:

- follow up on their absence with their parents or carers by contacting the headteacher of the school at which the child is registered, who will arrange for contact to be made with the home but not by a home visit;
- ensure that the school notifies their social worker, where they have one; and
- if appropriate, the home school will report the absence to children's services.

When required, we are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school in addition to school and trust records.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address: **Misconduct.Teacher@education.gov.uk** for the duration of the Covid-19 period, in line with government guidance.

9. Support for children who have been assessed as vulnerable

As per section 1, we have the option to offer places in school to children who have been assessed as otherwise vulnerable. We will work with parents/carers to do this. This includes children we have risk assessed as vulnerable, who may have had a social worker in the past or where they have not met the threshold for referral or where staff still have concerns.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10 below.

10. Contact plans

We will put contact plans into place for a child or children, if any, with a social worker and children who we have safeguarding concerns about, for circumstances where:

- they won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this would not be in the child's best interests); and
- they would usually attend but have to self-isolate.

Each child has an individual plan devised by each school which sets out:

- how often the school will make contact;
- which staff member(s) will make contact – as far as possible, this will be staff who know the family well;
- how staff will make contact – this will be over the phone or via email; and
- the action that the school will take if contact with a family cannot be made.

11. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

For children at home, they will look out for signs like:

- not completing assigned work or logging on to school systems;
- no contact from children or families; and
- seeming more withdrawn during any class check-ins.

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support pupils' mental health.

12. Online safety

We will continue to have appropriate filtering and monitoring systems in place in school.

Where staff are interacting with children online, they will continue to follow our existing staff Behaviour Policy and Acceptable Use of Internet Policy.

Staff should not be using personal emails. Staff and pupil relationships should remain professional and all rules regarding online safety and social media apply. Staff should use email communication and block their phone numbers if required to make a telephone call from home.

Staff will continue to be alert to signs that a child may be at risk of harm online, acting on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school and signpost them to other sources of support too.

Working with parents and carers

We will make sure parents and carers:

- are aware of the potential risks to children online and the importance of staying safe online;
- know what our school is asking children to do online, including what websites they will be using and who they will be interacting with from our school;
- are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides; and
- know where else they can go for support to keep their children safe online.

This will be achieved via newsletters and emails to parents as well via our websites and school social media.

13. Mental health

Where possible, we will continue to offer our support for pupil mental health for all children and young people.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time. This will include the government's Covid-19 guidance on supporting children and young people's mental health and well-being.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

14. Staff recruitment, training and induction

14.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures and will adhere to part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

However, new staff must still present the original documents when they first attend work at our school. We will continue to do our usual checks on new volunteers and undertake risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

14.2 Safeguarding induction and training

We will make sure all staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- a safeguarding induction;
- a copy of our Safeguarding (including Child Protection) Policy and this addendum); and
- Keeping Children Safe in Education part 1.

15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated and, as a minimum, every 3-4 weeks by trustees and trust central team.

16. Links with other policies

This policy links to the following policies and procedures:

- Safeguarding (including Child Protection) Policy
- Staff Code of Conduct
- Acceptable Use of Internet Policy
- Health and Safety Policy
- Online Safety Policy
- GDPR
- Whistleblowing

17. Further government guidance

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

January 2021

SAFEGUARDING POLICY

Date of last review:	September 2021
Date of next review:	September 2022
<u>Approved by Proprietor/ Chair of Governors/ Governor</u> <u>Name:</u> <u>Position:</u> <u>Signature:</u>	