



Al-Sadiq School

SAFEGUARDING CHILDREN AND
CHILD PROTECTION POLICY

2024/2025

School:	Al-Sadiq School
Head Teacher (including virtual School-Head responsibilities):	Mr. S A Khoei
Proprietor's representative overseeing school activities: (Safeguarding-Trustee)	Dr. Mesbahi

Named Lead Personnel with designated responsibility for Child Protection (Child Protection Committee)	
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Policy Review Dates	
Academic year:	2024/2025
Review Cycle:	Annual
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Government documents referenced in this document and changes made in reference to current versions.	
<ul style="list-style-type: none"> • Working Together to Safeguard Children - 2018 (<u>updated 2020</u>) • What to do if you're worried a child is being abused Advice for practitioners -2015 • Information sharing guidance (DfE May 2024) • Information sharing advice for safeguarding practitioners -2018 	

<ul style="list-style-type: none"> •Sexual violence and sexual harassment between children in schools and colleges -2018 •Searching, screening and confiscation- 2018 •Children and Social Work Act 2017 •ICO Guide to the General Data Protection Regulation- 2018 	
Last Review Date:	August 2024
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Next Review Date:	August 2025
Staff Training Dates:	3 rd SEPT 2024 In addition to other policies (Staff Code of conduct, Prevent Awareness, Behaviour and wellbeing Policy, Child on Child abuse, Low level concern, CME procedures, Visitors Policy, Risk Assessment Policy, Lockdown & Fire Safety policies, Extremism, and radicalisation policy.)
<u>Safeguarding Team training Dates:</u>	Mrs. S Rizvi: 16.10.24 Mr. Khoei: 15.3.23 Mrs. E Jaffri: 16.10.24 Mr Bayati 21.9.23

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1. INTRODUCTION

This Policy has been developed in accordance with the principles established by the 'Children Act 1989' and the 'Children Act 2004' and in line with government publications and local guidance indicated above. On the 1st of September 2024 updates made by the Department for Education and Skills to the statutory guidance document "Keeping Children Safe in Education" went into effect. This document focuses on the safeguarding and promoting the welfare of children under the provisions of the Children Act 1989 and 2004 and following publication of Section 175 of The Education Act 2002 and 2011.

Safeguarding Definition KCSIE 2024:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, both inside and outside the home, including online.
- Preventing the 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

The Proprietors of Al-Sadiq school take seriously their responsibility under section 157 of the 'Education Act of 2002' to promote the welfare of children, and to provide safeguarding dedicated to the wellbeing and protection of those under the age of 16 years. Thereby, the Proprietors of Al-Sadiq School have helped to develop this policy and other policies (such as the Safer Recruitment, Code of Conduct, E-Safety) in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. The Proprietors of Al-Sadiq School have named personnel with designated responsibility for Child Protection taking leadership responsibility for their school's safeguarding arrangements. Moreover, Annex A provides our Preventing Extremism & Radicalisation Policy. Annex B will provide practical advice and further information to colleagues on safeguarding issues. Proprietors will undertake safeguarding training with regular refreshers to cover their strategic role in safeguarding. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. Proprietors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. In addition, they will have termly updates with the Head teacher and at the start of the academic year they are given all policies with the latest changes and updates for ratification. Any updates to existing or new cases are shared along with the action that has been taken for each.

i. Child Protection Policy statement

Al-Sadiq school is committed to safeguarding and promoting the welfare of all of its pupils and expects all staff (permanent, supply staff and temporary) and volunteers to share in this commitment. Al-Sadiq school recognise that Child Protection/Safeguarding is paramount to the pupils' welfare and Schools and colleges and their staff form part of the wider safeguarding system for children always having the best interest of the pupil at heart.

ii. Al-Sadiq School Ethos

Al-Sadiq school strives to inspire the love of Allah within a positive, safe and caring environment whilst recognising and appreciating each individual child as a unique part of Allah's creation. In achieving this, there are three main elements to our Child Protection policy:

Prevention through the creation of a positive school's atmosphere and the teaching, and pastoral support offered to pupils.

Protection by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively, assisted by our Child Protection Committee to child protection concerns.

Support to pupils at all times particularly who may have been child protection concerns.

iii. Policy Aims

- To maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to, and safeguard the welfare of pupils through explicitly stated strategic policies that promote the social, moral, spiritual and physical development of pupils. We recognise that both mental and physical health is relevant to safeguarding and the welfare of children.
- To ensure pupils' protection through a clear line of accountability and commitment by senior management and staff and ensure that pupils know that there are adults within our school they can approach if they are worried or are in difficulty.
- To raise awareness of all teaching and non-teaching staff members towards the importance of child protection and safeguarding in cases of suspected abuse, neglect, harm or exploitation, and of their responsibilities in identifying and reporting possible cases of abuse following schools' procedures.
- To ensure pupils benefit from [local early help](#). Local [early help](#) means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Further information can be

found at [early_help_service.pdf \(proceduresonline.com\)](https://www.proceduresonline.com/early_help_service.pdf) for our Local Authority Brent.

- To ensure pupils receive the right help at the right time to address risks and prevent issues escalating, and also warrant child protection by guiding staff to relevant training/procedures/guidelines to follow in cases of abuse, neglect or harm.
- To protect children from harm by ensuring that they are taught in a way that is consistent with the law, our Islamic values and promotes respect for all others, while identifying and addressing extremist ideology/radicalisation or bullying/victimisation of vulnerable pupils who are thought to be at risk of harm.
- To draw attention to current specific safeguarding concerns and develop arrangements in accordance with Brent Council to work effectively with multi-agencies and concerned individuals/organisations.
- To make parents/ carers aware of Al-Sadiq school policies and practice for safeguarding children and highlight the need for the community to be alert, observant and proactive in matters related to child protection.

2. Roles and Responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child, as no single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

However, there are key people within school and the Local Authority who have specific responsibilities under child protection procedures. The names of those in Al-Sadiq school with these specific responsibilities are shown on the cover sheet of this document.

a) Al-Sadiq school Responsibilities

The Proprietors of Al-Sadiq School recognise that child protection and safeguarding is paramount to the pupils' welfare. Also, that safeguarding and promoting the welfare of children is defined in the Keeping Children Safe in Education - 2024 as:

- Protecting children from abuse and maltreatment.
- Preventing impairment of children's *mental* and physical 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 outcomes.

Al-Sadiq school recognise that safeguarding is not just about protecting children from deliberate harm, it relates to aspects of school-life including:

- Pupils Health and Safety.
- Meeting the needs of pupils with medical conditions.
- Providing first aid.
- Educational visits.
- The use of reasonable force.
- Intimate care.
- Internet and e-safety.
- Appropriate arrangements to ensure schools security.
- Taking into account local and cultural context.

Additionally, we recognise that safeguarding would involve a range of potential issues such:

- Child-on-child abuse; Bullying; including cyber bullying, prejudice-based bullying, and bullying targeting children who are LGBTQ or gender questioning.
- Domestic violence.
- Child sexual exploitation (CSE).
- Child Absent from Education (CME)
- Female genital mutilation (FGM).
- Up skirting.
- Forced marriages.
- Honour based violence.
- Racist abuse.
- Gang activities.
- Serious violence.
- Substance misuse.
- Sexual harassment; including up skirting, and sexting.
- Child abduction
- Children and the court system
- Children with family members in prison
- Modern slavery and the National Referral Mechanism
- Cybercrime
- Homelessness
- Preventing radicalisation; and
- Extremist behaviour.

All school staff should be aware that safeguarding incidents and or behaviours can be associated with factors outside the school or college and can occur between children outside of these environments. Staff will be provided with relevant policies and the relevant annexes from KCSIE during the level 1 training at the start of the academic year, they will be required to read and understand them and complete a quiz as

evidence of this. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (sexual exploitation, criminal exploitation, and serious youth violence. Mental Health

At Al-Sadiq school all staff are 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. Although only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, staff will however, 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. Links have been added to resources section in KCSIE to help staff support children and young people's mental health, including DfE guidance on mental health and behaviour (DfE, 2018)

Where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. All staff will be aware of how these children's experiences; can impact on their mental health, behaviour, and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the DSL or the deputy.

b) Child Protection Committee

Al-Sadiq school have a special Child Protection Committee wherein specific roles are allotted to members who deal with child protection issues. Al-Sadiq school appointed a member of the senior leadership team to lead and have oversight of safeguarding and child protection policies and procedures, Al-Sadiq school have also appointed a Deputy safeguarding lead; the names of all leads are shown on the cover sheet of this document. Al-Sadiq school will ensure that those members of the Child Protection Committee undergo updated child protection training every two years. Al-Sadiq school requires staff to discuss local early help requirements with the designated safeguarding lead (or Deputy), they may also be required to support other agencies and professionals in a local early help assessment.

Al-Sadiq school abides by all relevant equality legislation, including the duty to make reasonable adjustments for pupils with individual needs, ensuring all pupils feel safe and supported irrespective of their differences. Al-Sadiq school promotes the establishment of a clear protocol and procedure for the admittance of external visitors to the school which is understood by all staff (permanent, supply staff and temporary), visitors, volunteers, and parents/ carers to conform to child protection guidelines.

Moreover, Al-Sadiq school have integrated '**Safe Working Practice**' which includes:

- Applicants will be checked for their online presence prior to appointment, this will be highlighted on the application form. They will be informed if successfully shortlisted during the requirement process.
- All copies of documents used to verify the successful candidate's identity, right to work and required qualifications will be kept in their personnel file as per the advice of KCSIE 2024 - par. 238
- A recruitment panel trained for safer recruitment of staff; all staff members are Disclosure and Barring Service (DBS) checked, rejecting inappropriate candidates at the application and interview stages; mandatory pre-appointment checks and monitoring is made for all staff recruited through the single central record (SCR).
- The single central record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school.
- A further Section 128 check on all management staff including trustees.
- Clear invited visitor vetting procedures, approval of which is mandatory.
- Induction and training of all staff members on Child Protection procedures.
- Awareness of the guidance on the Equality Act issued by the Department for Education.
- Clear expectations and understanding of Codes of Conduct to root out issues such as bullying, racism and misuse.
- Awareness of role and maintaining professional boundaries.
- Clear and transparent procedures to report concerns by pupils, staff, or parents/ carers with particular reference to family issues.
- Safe use of technology (internet, phones, digital images of children) – pupils are banned from using smart phones in school.
- Staff can use personal phones to take pictures of pupils, pupil work and events. However, once the media has been emailed to the school via photos@asazs.co.uk staff must delete all media from their devices. With the exception of EYFS who have access to school tablets for this purpose.
- Safeguarding provision with specific reference to extremism.

Al-Sadiq school understand that accountability and integration require close knitted relationships between the Child Protection Committee and the Brent Local Authority Designated Officer (LADO), NHS, Social Services, and the Police. In line with the Keeping Children Safe in Education (2024), the safeguarding team at Al-Sadiq further understand their commitment to work with the new safeguarding multi agency partnership of the Local Authority, Clinical Commissioning Group, and the police. The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. The Proprietors representative of Al-Sadiq school holds responsibility of overseeing school activities and the operating of the policy, ensuring its implementation and review.

The Keeping Children Safe in Education (2024) now refers to 'when to call the police'. The head teacher, SLT the safeguarding team at Al-Sadiq understand that although this is available as an additional layer for criminal offences committed, this advice does not cover safeguarding incidents and does not override referrals where a child is suffering or likely to suffer from harm. We will use the NPCC- 'When to call the police' to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

The Head Teacher alongside the proprietor will ensure that the policies and procedures adopted by Al-Sadiq school are fully implemented and followed by all staff. The Head Teacher will ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and 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 policies.

The Head Teacher ensures that Al-Sadiq school Child Protection policy is available to parents on request. It is also made available to all teaching and non-teaching staff members.

c) Designated safeguarding leads and Deputy safeguarding leads Responsibilities

Child Protection Committee takes the responsibility for child protection, including support for staff and information sharing with other agencies, developing policies and staff training. The designated safeguarding lead (and the Deputy) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. The Designated safeguarding leads are the members who are at all times accountable for, and are to be referred to, in cases of suspected abuse, neglect or harm. The Deputy leads are members who are appropriately trained and, in the absence of the Designated safeguarding leads, carry out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the Deputy will assume all of the functions below.

The Designated safeguarding team will have the following responsibilities:

- The Designated Safeguarding Lead (DSL) must ensure that all safeguarding concerns, discussions, and decisions are accurately recorded, including the rationale for decisions made, even if no referral is made.
- Refer suspected abuse, neglect and exploitation to Brent Local Authority Designated Officer (LADO) and Children Social Care.
- Lead the development and updating of the child protection and other related safeguarding policies, ensuring that staff and children/families/parents/ carers are aware of them.

- Provide support and advice to all members of staff within the Al-Sadiq school regarding child protection concerns.
- Keep the Head Teacher informed about any issues that arise.
- Ensure that cover is provided to the deputies when absent from Al-Sadiq school.
- Ensure that child protection files are copied for new educational establishments when a child moves from Al-Sadiq school, and that this file is transferred securely and separately from the main pupil file. Likewise, when child protection files are received, acknowledge the safe arrival.
- Ensure that all staff receive appropriate child protection and safeguarding training, and lead on designated staff training days while maintain training records of all staff.
- Ensure a safe digital environment by implementing and overseeing e-safety policies, effective filtering and monitoring systems, staff and student training, and responding to online safeguarding concerns.
- Support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate to ensure local early help
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004.
- Constant review and communication with children's social care if the child's welfare is still a concern and the child's situation doesn't appear to be improving.

Child Protection Committee responds to the continually changing challenges by regularly attending appropriate child protection training programmes hosted by the Local Authority and other agencies and also issues regular safeguarding bulletins which is emailed to all staff through Al-Sadiq school internal email system.

d) Staff Responsibilities

All Al-Sadiq school staff members have a responsibility to provide a safe environment in which all children can learn and thrive. All staff must attend training sessions and also read and understand our Child Protection Policy, Keeping Children Safe in Education (2024) and Working Together to safeguard Children (2018). This is recorded by the Child Protection Committee through the completion of a staff safeguarding questionnaire post training once all related documentation has been shared and read by the staff a register to testify, they have read and understood the above is completed.

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated safeguarding lead (or Deputy) and children's social

care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Staff are aware that there is greater emphasis on there being a no tolerance policy when it comes to child-on-child abuse. All staff should understand the importance of challenging inappropriate behaviour between children and young people. Staff should also recognise that downplaying certain behaviours as “just banter” can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse. Staff should understand that even if there are no reports of peer-on-peer abuse in their school, this doesn’t mean it is not happening. If staff have any concerns about peer-on-peer abuse, they should speak to the designated safeguarding lead (DSL) or a member of the Child Protection Committee.

The same applies all staff should be able to reassure victims of abuse that they are being taken seriously and will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence, or sexual harassment.

All our staff must maintain an attitude of “it can happen here” when safeguarding is concerned. By being alert, questioning behaviour, and seeking help from the Child Protection Committee when worried about the welfare of the child. Staff members should always act in the interest of the child and report any concerns as per Al-Sadiq school procedures as set out below.

All staff must be aware of the local early help process. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking a local early help assessment.

In order to protect children, young people and members of staff, we require all staff to follow our professional code of conduct. This covers appropriate Islamic dress, the use of appropriate boundaries, social contact outside setting (including on social networking sites), safe use of technology and important issues such as:

- Being alone with the child / young person
- Physical contact / restraint
- Social contact outside setting / appropriate boundaries
- Gifts & favouritism
- Behaviour management
- E-Safety (Security / Internet / emails/ mobile phones / digital images of children, social networking sites)

e) Guidance

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance (further guidance in the appendices):

- a) Receive – Listen actively, open body language, accept, non-judgemental. Use TED (tell, explain, describe)
- b) Reassure – you've done the right thing by coming to me; reassure the child that you have listened and hear what they are saying, don't promise what can't be delivered.
- c) Respond – Tell what you are going to do and do it. Ensure child is ok before leaving
- d) Report – ASAP to the DLS either directly or through the online record of concern form
- e) Record – vital – facts, no opinions – when? Where? Who? What
- f) Review – Take responsibility to follow up any referral with a DSL

The Safeguarding record of concern form can be found in Microsoft Teams / Teaching and learning/ Safeguarding sub channel.

3. Guidelines and procedures

Al-Sadiq school policies and procedures are structured in accordance to:

- Keeping Children Safe in Education - 2024
- Working Together to Safeguard Children – 2018 (updated 2020)
- What to do if you're worried a child is being abused Advice for practitioners - 2015
- Information sharing advice for safeguarding practitioners -2018
- Sexual violence and sexual harassment between children in schools and colleges -2021
- Searching, screening and confiscation- 2018
- Children and Social Work Act 2017
- ICO Guide to the General Data Protection Regulation- 2018
- The three safeguarding partner's arrangement (the local authority, clinical commissioning group within the Brent local authority; and the chief officer of police for the Brent local authority area)
- Protecting children from radicalisation: the Prevent duty -2015

i. Good Practice Guidelines

Al-Sadiq school expects staff to meet and maintain our:

- Recognising that challenging behaviour may be an indicator of abuse.
- Reading and understanding all of the safeguarding and guidance documents.

- Asking the child's permission before helping in a physical nature, such as assisting with dressing, physical support during PE or administering first aid.
- Following Al-Sadiq school disciplinary procedures and avoiding physical intervention, reporting if minimal force was necessary to prevent injury to another child to the Child Protection Committee.
- Maintaining appropriate standards of conversation and interaction with and between children and ensuring the use of foul language is not used on our premises.
- Being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.
- Being aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
- Being aware that 'attendance' and 'lateness' highlights potential indicators of abuse or neglect; report Child Absent from Education (CME) compulsive lateness to the designated Attendance Officer.
- Avoiding at all times communication with children via personal emails, letters, texts, WhatsApp, Facebook, Twitter, Instagram and other social media.
- Following Al-Sadiq school policy on school-trips (day/overnight) including all pupils being accompanied by adults in accordance with the pupil/adult ratio stipulated by the Brent Local Authority regulation.

ii.Children who May be Particularly Vulnerable

Some children could be at increased risk of neglect and or abuse such as SEND pupils. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect. This vulnerability is also recognised for children who have been assessed as having a special educational need, requiring extra help and resources to fulfil their individual needs which could range from aspects such as processing and understanding, physical or sensory difficulties, emotional and behavioural difficulties, speech and language difficulties or social skills.

All staff must be aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. For example, children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. An adult or adults, or another child or children may abuse them. Their peers, family members, by unknown, or in some cases unidentifiable individuals, may abuse children via the internet. In the case of honour-based abuse, including forced marriage and female genital mutilation, children may be taken out of the country

to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.

Al-Sadiq school takes peer to peer abuse seriously and abuse is never treated as a banter (please refer to the Child-on-child policy). This form of abuse is most likely to include, but not limited to bullying (including cyber bullying), physical abuse, sexual violence and sexual harassment, sexting, up skirting, initiation ceremonies. Staff should be clear as to the school policy and procedures with regards to child-on-child abuse as outlined in the Child-on-child policy. In addition, staff are trained in how to report concerns relating to the above with termly refreshers and updates in the MMB.

SEND and safeguarding

At Al-Sadiq, we understand that pupils with SEND may find it difficult to express their concerns. This is due to the following reasons:

Communication barriers and difficulties in managing or reporting these challenges

It is important that a child's voice is heard and listened to, regardless of how it is expressed. Many children with SEND have communication difficulties. Any child who is dependent on others to support them to express their needs is at risk of being misinterpreted or silenced.

Many children with SEND need additional time to both articulate their thoughts and process what is being said to them. Too often the need for speed in our safeguarding procedures can silence these children.

We need to remember that not all communication is verbal. Behaviour is communication, particularly when we lack or cannot use words to express our needs or worries. Changes in behaviour are a key indicator of a safeguarding need. All changes in a child's behaviour should be considered and questioned. Too often behaviours are considered part of a child's SEND presentation and not considered as a possible safeguarding indicator.

SEND Children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.

SEND children's difficulties with communication and interaction, as well as social, emotional, mental health and/or physical needs and difficulties, can mean that they can struggle to understand, form and maintain social relationships.

They may misunderstand socially appropriate behaviour and conventions – both in themselves and others. Their learning, behavioural and physical needs may make

them appear different. Further, this can be exacerbated by the support they receive in school causing them to stand out from their peers.

Their desire for friendship combined with poor social understanding can mean that these children are easier to engage in inappropriate behaviour. This can make children with SEND more vulnerable to bullying, abuse and risks of exploitation, both in the physical and online worlds.

Children may act without understanding the implications of their actions and can be incited to inappropriate or even dangerous behaviour leading to involvement in violence, child criminal exploitation, sexualised behaviour (including the sending and sharing of nudes and semi-nudes) and vulnerability to radicalisation. Many perpetrators deliberately target these children.

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.

Injury and changes in behaviour and mood are key indicators of abuse. Yet too often for children with SEND these are assumed to be related to their SEN or disability and so disregarded without further exploration.

Any injury in a non-mobile baby or child is an immediate red flag. If a child cannot move, any injury to them is likely to be caused by someone else. Equally because a child has regular meltdowns and throws themselves about or has seizures where they can injure themselves, does not mean that their injuries are not caused by someone else. Further, being dependent on physical assistance and possibly intimate care reduces a child's ability and confidence to resist or avoid abuse.

Mental health difficulties can co-occur with many forms of SEND. Keeping Children Safe in Education 2024, highlights that mental health difficulties, including self-harm, can be an indicator of abuse. This must be considered for those with SEND, particularly where there is a change in behaviour. However often a lack of continuity of care means that these changes go unnoticed, are disregarded or simply not questioned. They are seen as part of the SEND condition and nothing more.

So that we do not allow their SEND, or our perception of their SEND to mask their communication of abuse, we must keep asking ourselves the question "How would we regard a child's behaviour or injury if they did not have special needs?"

The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

Not only are SEND children disproportionately impacted, a focus on their age, rather than their needs can mask this. An underlying key concept when considering safeguarding harms, impacts and risks is to compare a child to another similar child. Too often this is taken to mean a child of the same age, rather than at the same developmental stage.

For children with SEND, not only do we need to consider this for ourselves, but we need to be able to explain what a similar child is like to other practitioners. Many of us working with children with SEND forget how much specialist knowledge we hold and use in our work without thinking and assume others share this.

This is particularly true for children with non-visible needs and disabilities (e.g. autism, ADHD, speech and language difficulties). This includes explaining that special needs are a continuum and not all children with a particular difficulty will behave in the same way or have the same needs.

We need to be clear about the impact of and changes in behaviour for this child and be clear in our communications about this to other practitioners.

The Child Protection Committee has devised step-by-step procedures (Flowcharts on Child Protection see appendices) to promote awareness, recognition and response to suspected cases of abuse, neglect or harm; these procedures are made explicit to all staff members. All staff members should attend compulsory trainings organised by the Child Protection Committee on a regular basis to develop an understanding of recognising the signs and impacts of child abuse, neglect or harm. Staff should read updates sent through email and safeguarding bulletins. Staff should also attend staff meetings to keep their skills and knowledge up to date.

The Child Protection Committee keeps confidential individual written records of pupils who have been identified as vulnerable or those who need protection including pupils with Special Educational Needs (SEN) or disabilities. It is up to the discretion of the Child Protection Committee to share part/whole information with specific staff members on a 'need-to-know' basis. These records are kept in the Al-Sadiq school office, secured in a cabinet which is locked at all times.

iii. Specific Vulnerabilities and Forms of Exploitation

There is an increasing necessity for our staff to be aware of children's vulnerability to Exploitation, Forced Marriages, Female Genital Mutilation, and the threat from Violent Extremist groups and Radicalisation. Annex A provides our Preventing Extremism & Radicalisation Policy and Annex B will provide practical advice and further information to colleagues on these issues.

Al-Sadiq school Child Protection Committee will convene specific training for staff to keep up to date on the latest advice and guidance provided to assist in recognising and addressing these specific vulnerabilities and forms of exploitation. These sessions will cover a range of safeguarding issues and make staff aware that behaviours linked to the likes of drug taking, truanting and child on child abuse such as bullying and sexting can put children in danger. The staff training will also include school responsibilities, the schools Safeguarding and child protection procedures, online safety, safe working practice and external reporting mechanisms.

Al-Sadiq school endeavours to make a positive contribution to empowering young people to create communities that do not support extremism/extremist ideology, cultural impositions or sexual exploitation. We are committed to protecting the wellbeing of particular pupils or groups who may be vulnerable to being drawn into violent extremist activity. Our Islamic ethos is based on equality, respect/tolerance and community cohesion and aim to promote these values particularly through PSCH lessons and interfaith events.

All staff must report suspected cases immediately to the Designated safeguarding lead (or Deputy) / Child Protection Committee who will respond to cases and if necessary, refer and liaise with the Brent Local Authority Designated Officer (LADO), the Police and other agencies to safeguard pupils.

iv. Information Sharing

If you have a concern about a child wellbeing, based something the child/young person/parent has told you, something you have noticed about the child's behaviour, health, or appearance, something another professional said or did, even if you think your concern is minor, the Child Protection Committee may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many serious case reviews (SCRs) has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action. Children may disclose abuse, in which case the decision to share information is clear. In other cases, for example, neglect, the indicators may be subtler, and appear over time. In these cases, decisions about what information to share, and when, will be more difficult to judge. If you have concerns about a child's welfare, or believe they are at a risk of harm, you must share the information with the designated safeguarding lead, or in their absence the Deputy designated lead.

The designated safeguarding lead (or Deputy) / Child Protection Committee makes/shares referrals, liaises with the Brent Local Authority Designated Officer (LADO), NHS, Social Services and the Police to safeguard pupils, however, any staff member can refer their concern to children's social care directly.

It is important that the Proprietor is aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. They should ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal as information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
- Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- For schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing

information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

v. Record keeping and Security

Well-kept records are essential to good child protection practice. Al-Sadiq school policy is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. Any member of staff receives a disclosure of abuse or noticing signs or indicators of abuse, through the Designated safeguarding lead (or Deputy) will make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken by the Designated safeguarding lead (or Deputy)/ Child Protection Committee.

Transfer of Child Protection Records. Keeping Children Safe in Education (2024), Annex B, sets out that transfer of the child protection file falls under the role of the Designated Lead. It states:

'Where children leave Al-Sadiq school the child protection file should be transferred to the new school or college within two weeks. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.' using the schools secure Egress email account.

There is a joint responsibility when a child starts at a new educational setting to ensure the receiving setting has all existing child protection records. When a setting admits a new pupil, they must always check with the previous one whether there are any child protection records to transfer. However, it is also the responsibility of Al-Sadiq school to ensure any records are transferred to the new school.

Where a child moves to another educational setting, any records of child protection should be copied (by the Designated Lead or Deputy in the interests of confidentiality) and the originals sent to the receiving school as soon as possible (separately to the pupil file). The Designated Safeguarding Lead from Al-Sadiq school should make telephone contact with their counterpart in the receiving school to discuss the case, share important information and agree a means of transfer of the records as soon as is practicable.

Where child protection files are sent by post, it should be by secure recorded delivery to a named individual. The receiving school should receive a telephone call in advance to notify them that the child protection file is being sent. The envelope should be marked as 'Strictly Confidential' and for the attention of the named Designated Safeguarding Lead. A record of transfer form should be included with the file and the

receiving school should be asked to sign the form and return it to the sending school to confirm they have received the file.

Whenever a file is transferred, Al-Sadiq school should retain copies of the original file and a copy of the 'File Transfer Record and Receipt' (Appendix A). Once confirmation of receipt at the new setting has been received, any paperwork held at the previous setting should be destroyed.

Al-Sadiq school premises has three gates which are securely locked at all times. The caretaker is seated at the front gate at all times from 8am to 4pm. On school days, the front gate is open from 8am to 9:30am and 3:35pm to 4:30pm; pupils arriving late to school need to ring the bell and can enter only after the caretaker unlocks the gate. The Nursery gate also has a modern entry system which has entry codes known only by certain staff members. The Car Park gate/door has an entry system with a camera. The door can only open with a school Lanyard. Moreover, cameras are installed throughout our buildings to record activities taking place therein.

Al-Sadiq school requires all staff members to enter/exit the school by accessing a card scanning machine which is installed at the entrance of the car park door. All visitors to Al-Sadiq school must firstly report to the schools' office where they will be required to remain seated in the Reception area until granted permission by the Head Teacher/ Senior Leadership Team. Special Visitor Badges are issued to all visitors to the School. Unauthorised persons are not granted entry into the school at any time.

vi. Monitoring and filtering

Filtering and monitoring are two distinct, yet interconnected measures employed to ensure the safety and security of pupils within the digital landscape. Filtering refers to the systematic process of screening and controlling access to online content, aiming to prevent pupils from encountering inappropriate, harmful, or age-inappropriate material. On the other hand, monitoring involves the continuous observation and oversight of pupils' online activities, allowing educators and administrators to promptly address any concerning behaviours or breaches of digital conduct.

We employ a filtering software known as "Classroom Spy," which plays a pivotal role in our efforts to maintain a secure digital environment. This software not only blocks access to inappropriate websites but also offers the ability to filter content based on specific words, phrases, and content types. This comprehensive approach ensures that our pupils are shielded from encountering any content that may pose risks to their safety or disrupt their learning experience.

Within our school organisation, we use the online platforms "MS Teams". This platform is set so any external access is restricted, ensuring that our pupils engage with this

platform exclusively within our secure educational environment. This measure further bolsters our commitment to online safety.

In addition to these controls, we have taken steps to disable private chat functionalities within "MS Teams". This means that pupils cannot engage in private conversations with each other or their teachers, promoting transparency and minimising the potential for inappropriate interactions.

Furthermore, we have restricted the features of message deletion or editing within "MS Teams." This restriction ensures that communication remains accountable, discouraging any attempts to alter or erase messages.

Our dedication to fostering responsible digital citizenship goes beyond filtering and monitoring. Our school curriculum is thoughtfully enriched with the aim of raising awareness about best practices when using the internet. Subjects like Computer Science and PSHE provide pupils with a curriculum that not only enhances their knowledge but also instils the principles of good digital citizenship. Through these subjects, pupils develop the skills and understanding necessary to navigate the online world safely and responsibly.

Simultaneously, our monitoring efforts play a crucial role in maintaining student safety. Through dedicated monitoring software, we can track pupils' online activities, identifying any signs of cyberbullying, inappropriate communication, or potential exposure to harmful content. These monitoring mechanisms are not intended to invade pupils' privacy but rather to intervene when their well-being is at risk, fostering a culture of responsible digital citizenship.

The software "Classroom Spy" also plays a crucial role in monitoring our pupils' online activities when they access computers within the school premises. This software enables educators and administrators to observe and oversee pupils' digital interactions in real-time, ensuring that they are using school resources responsibly and in accordance with our established guidelines. This proactive monitoring not only allows us to address any potential issues promptly but also reinforces our commitment to maintaining a secure and conducive digital learning environment.

As a school committed to providing a safe and enriching learning environment, we are dedicated to staying abreast of the latest advancements in filtering and monitoring technology. By doing so, we ensure that our child protection policies remain effective and relevant, safeguarding our pupils as they navigate the vast online realm.

vii. Organisation using the school premises and safeguarding procedures (KCSIE 2024 Par.384)

Al-Sadiq school will ensure that appropriate arrangements are in place to keep children safe during the hire of school premises and facilities. Organisations submitting an application that involves working with children and/or young people will be given a copy of the schools safeguarding policy which must be followed by the said organisation. The organisation must sign and submit a copy of the safeguarding agreement appointing their lead safeguarding officer who will be in charge of adhering to the school policy and informing the DSL and or LADO as appropriate. The organisation must also submit any relevant evidence of insurance if applicable. The Headteacher will ensure there are arrangements in place to liaise with the organisation on these matters where appropriate. All hirers must state the purpose of the hire. Each application will be vetted by admin, taking advice from the DSL as appropriate and any concerns will be reported to the Headteacher prior to approval. When determining whether to approve an application; the Headteacher will consider the following factors:

- The type of activity
- Possible interferences with trust activities
- The availability of facilities
- The availability of staff if needed
- Health and safety considerations
- The trust's duties regarding the prevention of terrorism and radicalisation
- Whether the letting is deemed compatible with the ethos of the trust

An application will not be approved if it:

- Is aimed at promoting extremist views.
- Involves the dissemination of inappropriate materials.
- Contravenes the statutory Prevent duty.
- Is likely to cause offence to public taste and decency (except where this is, in the opinion of the trust, balanced or outweighed by freedom of expression of artistic merit).

Where an individual group is found to be promoting views in contravention of the trust's Prevent duty, the person or group is guilty of an offence, under the Education Act 1996, the trust will contact the police who will remove the person or group from the premises.

In the event that facilities staff or volunteers believe that a child is at risk of harm during a letting they must:

- Make an immediate referral to the school's Designated Safeguarding Lead if the incident occurs during normal school opening hours.
- If anyone believes a child is suffering or likely to suffer from harm and/or is in immediate danger outside of school hours and the school's DSL or Headteacher is not immediately available then the staff member must make direct a referral by calling the Police or referring to BFFD

If an emergency referral is made by an individual, they must ensure the school's DSL or Headteacher is informed as soon as possible after the incident. They should also contact the Brent procedure for making a referral - further information on how to report abuse is available here. If it is appropriate to refer the case to local authority children's social care or the police, the DSL should make the referral or support the member to do so. Under the Data Protection Act 1998 (DPA), the trust is responsible for ensuring that the collation, retention, storage, and security of all personal information they produce, and hold meets the provisions of the DPA.

4. Support and Training

Al-Sadiq school recognises that the child's welfare is paramount and child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. As with radicalisation, there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many ways and specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online. As such Al-Sadiq school Child Protection Committee shares responsibility by working jointly together, case by case, sharing information, and providing support to those involved with child protection issues.

The implementation of the RSHE and PSCHE curriculum ensure that we are able to train and safeguard our pupil to help safeguard them.

i.Support for Staff

Al-Sadiq school staff members who are involved with vulnerable pupils or pupils who are at a risk of harm are given effective support by the Child Protection Committee. Relevant training is given to all members of staff to recognise record and make a referral about child protection issues. New staff members are given induction training on the Al-Sadiq school Child Protection Policy and the Code of Conduct along with all other relevant policies to ensure all staff are aware of the boundaries of appropriate behaviour and conduct and relevant procedures in place to help safeguard everyone, now this includes CAE. In addition, the induction guide has a designated safeguarding section which outlines the key aspects all staff need to be familiar with and can be found on the Team platform. In addition, weekly bulletin containing safeguarding information on the MMB (Monday morning briefing) which is shared with staff at the start of each week, providing further guidance on matters such that are pertinent to inclusive of any changes and or updates to legislation and or policies.

Safeguarding contact details are displayed in Al-Sadiq school to ensure that all staff have unfettered access to safeguarding support. All staff members are made aware of the procedures on how to respond to a child who is disclosing abuse and that they must inform the child that they need to notify the Child Protection Committee.

We recognise that in the case of a child who has suffered harm, or appears likely to suffer harm, staffs working in the schools who've become involved may find the situation stressful and upsetting. Al-Sadiq school encourages such staff to discuss their anxieties with the Child Protection Committee. The Child Protection Committee will have access to support and appropriate workshops, courses, or meetings as organised or recommended by Brent Safeguarding Children Board.

ii.Support for Pupils

Al-Sadiq school believes children should be thought to understand and manage risk through all aspects of school-life. Our Pupils are thought Islamic values, the ethos of respect, and responsibility. We recognise the importance for children to receive the right help at the right time to address risks and prevent issues escalating. We are also aware that the school's environment may provide the only stability in the lives of pupils who have been abused, neglected or are at risk of harm. Pupils are encouraged to speak to members of staff in confidence about any worries they may have.

Al-Sadiq school support all pupils by:

- Promoting a clear, transparent, and zero-tolerance environment where the pupils can feel safe; encourage self-esteem and self-motivation.
- Making every pupil aware of our Child Protection Policy and the help that can be extended to them in case they wish to confide/report an issue.
- Reminded of our Islamic ethos, giving our pupils and staff a sense of being respected and valued.
- Providing a co-ordinated offer of local early help when additional needs of a child are identified; and providing additional support when a child has more complex needs.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Being reminded regularly about safety (including e-safety) within the curriculum structure.
- Being aware of Relationship and Sexual Education (RSE) requirements.
- Implementing fully our school's behaviour management, discipline, attendance, and anti-bullying policies.
- Endeavouring to meet the needs of and promoting the welfare of pupils who may have to deal with particular disadvantages or protected characteristics including disability, sex, sexual orientation, gender reassignment and race. Making reasonable adjustments as appropriate and proportionate to deal with

such scenarios. In accordance with the Human rights act 1998 and the Equality Act 2010, and the Public sector Equality Duty.

iii.Support for Parents

Al-Sadiq school recognises that a good child protection practice relies on a positive, open and honest working partnership with parents/ carers. We are committed to providing a secure, caring, supportive and protective relationship for the child, and as such will seek to discuss a range of concerns about a child with their parents/ carers.

Parents/ carers are made aware of Al-Sadiq school Policies and practice for safeguarding children and are reminded of the monitoring of Child Absent from Education (CME) through un-authorized absences, particularly when children go missing on repeated occasions due to unexplained and / or persistent absence. We will report such absences without delay to the appropriate agencies.

In cases of concern, we will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents/ carers. Whilst on occasions, the Child protection Committee may need to make referrals without consultation with parents/ carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child. We are aware of the Equality Act 2010 and will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). However, if the Child Protection Committee believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

All staff must be aware that a pupil coming out is not a safeguarding issue. They have simply shared an aspect of their identity. Like any other personal information, any information about staff or pupil sexuality or gender identity should be treated as confidential. Unless there is a risk of harm, this should not be disclosed to anyone, including their parents. Making a pupil's parents aware of their child's sexuality and gender identity can itself be a safeguarding risk, particularly as the school cannot know how parents or carers may react.

However, if the child has shared that they have been threatened or are at risk of harm because of other people's reactions to their sexuality or gender identity, this must be discussed with the DSL.

5. Allegation Management

Al-Sadiq school follows DfE guidance including Keeping Children Safe in Education (2024) and Working Together to safeguard Children (2018 updated 2020) and has

procedures in dealing with allegations against an adult or other child, young persons, staff or the Schools' management. We have a procedure in place to manage allegations against members of staff, supply staff and volunteers in line with procedures. Our Child Protection Committee takes the responsibility for child protection within our premises, including support for staff and information sharing with other agencies, developing policies and staff training.

For agency and third-party supply staff, the school will ensure that written confirmation has been received from the employment agency verifying that all necessary background checks have been completed. This includes confirmation that the agency has conducted relevant safeguarding checks, obtained the required certificates, and completed an enhanced DBS check where applicable. The school will also record the date of confirmation to ensure compliance with safeguarding policies.

In cases involving allegations against supply teachers or third-party staff not directly employed by the school, standard disciplinary procedures may not fully apply. However, the school will still ensure that all allegations are appropriately investigated and addressed in line with safeguarding protocols. If concerns arise, the school will liaise with the employment agency, the Local Authority Designated Officer (LADO), and other relevant authorities to ensure a thorough and fair process is followed.

Copies of DBS certificates and records of criminal information disclosed by the candidates are covered by UK GDPR/DPA 2018 Article 10. To help the school comply with the requirements of the DPA 2018, if the school chooses to retain a copy, there will be a valid reason for doing so and this will be recorded in the individual's personnel file. These documents will not be kept for more than a six-month period.

Once the documents are destroyed the school will keep a record of the vetting that was carried out, the result and the recruitment outcome for each candidate in maintaining the single central record however, copies of these documents (including DBS certificates) are not needed for this purpose as stated above.

i.Receiving a Disclosure

If a child makes an allegation or disclosure of abuse against an adult or other child, young persons, or any staff or members of the management, staff must:

- Stay calm and listen carefully.
- Reassure the child that he/she has done the right thing in telling them.
- Not investigate or ask leading questions.
- Let the child know that he/she will need to tell the Designated safeguarding lead (or Deputy).
- Not promise to keep what they have been told a secret.

- Inform the Designated safeguarding lead (or Deputy) /Child Protection Committee/Head Teacher as soon as possible.
- Make a written record of the allegation, disclosure or incident which will be signed and dated, using Al-Sadiq school safeguarding record procedures.

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

ii. Responding to the Disclosure reporting a concern

We understand that a pupil may make an allegation against a staff member or another pupil(s). There is no automatic assumption of guilt but all cases where allegations against a staff member are made, the Child Protection Committee must notify the allegation to the Head Teacher and/or Brent Local Authority Designated Officer (LADO), and Children Social Care following set procedures for investigation on an immediate basis.

The Child Protection Committee will address child on child allegations with the Head Teacher with regards to the Child-on-child policy. All staff allegations will be addressed by the Head Teacher and any allegations made against the Head Teacher must be notified to the Proprietors and Brent Local Authority Designated Officer (LADO). Allegations against staff will include allegations made against supply staff and volunteers and will consider any situation that may have happened outside school and may suggest a 'transferable risk'.

Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse will be referred to the police.

Allegations against staff, volunteers, DSL, and the proprietor

This applies where an adult within the school community has behaved in a way that has harmed, may have harmed, or poses a risk of harm to a child. This also applies when an adult within the school community may have possibly committed a criminal offence against or related to a child.

- Allegations concerning all staff and volunteers (excluding the Head teacher) are to be reported straight away to the Head teacher (or in her absence, the DSL) who will keep the Proprietor informed. The Head teacher will immediately contact the LADO to discuss the allegation. The individual, against whom the allegation is made, is not to be informed.
- Allegations concerning the Head teacher are to be reported straight away to the Proprietor. The Head teacher is not to be informed.
- Allegations concerning the Proprietor are to be reported straight away to the Head teacher. The Proprietor is not to be informed.
- Allegations against an adult who is no longer employed by the school, or historical allegations, will be referred to the police.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, this should be referred to the head teacher.

Responding to Disclosures summary table:

Allegation Against	Reported To	School Dealt Allegations (After Consulting LADO)
Child on child (Refer to Child on child policy)	Designated safeguarding lead (or Deputy)	Child Protection Committee with Head Teacher
Staff - low level concern (refer to Low level concern policy)	Head Teacher (in the case of absence the DSL or deputy can be notified)	The Head Teacher
A member of Staff	Head Teacher (in the case of absence the DSL or deputy can be notified)	The Head Teacher
Members of the Child Protection committee	The Head Teacher	The Head Teacher
Head Teacher	Proprietors	Proprietors

- In the case of immediate danger staff should call 999
- All staff will follow the Al-Sadiq safeguarding and child protection policy and procedures. Any concerns about a child will be reported to the DSL or deputy immediately using the online Record of Concern form or in person.
- The DSL must be available in exceptional circumstances, potentially via Skype or other remote communication methods.
- If there is a risk of immediate serious harm to a child, referral should be made to Children Brent Family Front Door (Social Care) immediately, **anybody can make a referral.**
 - [Office hours (Mon – Fri 9am - 5pm): Call 020 8937 4300 (option 1)]
 - [Outside office hours: Call our emergency duty team on 020 8863 5250]
- Individuals with a concern about a child, or staff receiving an allegation or have witnessed an event, must immediately inform the Designated safeguarding lead (or Deputy) for which a record is made.
- If an allegation involves members of the Child Protection committee, the matter is reported directly to the Head Teacher.
- If an allegation is made against the Head Teacher, the matter will be reported to the Proprietors who will proceed to take over responsibilities; (contact details for the proprietor 02073724049)
- The Child Protection Committee will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs of the child.
- If a member of staff is involved, he/she will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Child Protection Committee would need to clarify any information regarding the allegation with the Head Teacher, however no person will be interviewed at this stage.
- The Designated safeguarding lead (or Deputy) will consult with Brent Local Authority Designated Officer (LADO) to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation.
- Consideration will be given throughout to the support and information needs of pupils, parents / carers, and staff.
- The Head Teacher will inform the Proprietors of all referred allegation at Al-Sadiq school.

In borderline cases, where there is room for doubt as to whether a referral should be made, the DSL will consult with the LADO on a no names basis without identifying the family. However, as soon as sufficient concern exists that a pupil may be at risk of significant harm, a referral to MASH will be made without delay. The school will not investigate allegations without first gaining the agreement of the LADO. In the case of serious harm, the Police will be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the

child/children agreed. Al-Sadiq school will make every effort to maintain confidentiality and guard against publicity if there are allegations against staff up to the point where the accused person is charged with an offence. The following definitions will be used when determining the outcome of all allegation investigations:

- **Substantiated:** There is sufficient evidence to prove the allegation.
- **Unsubstantiated:** There is insufficient evidence to either prove or disprove the allegation. The term does not imply guilt or innocence.
- **Unfounded:** There is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw.
- **False:** There is sufficient evidence to disprove the allegation.
- **Malicious:** There is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

See the appendix on further guidance about reporting concerns.

iii. The Impact of Abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy, and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

The Designated safeguarding lead (or Deputy) / Child Protection Committee will make regular contact with Social Care Referral Team, contribute to our Schools Strategy Discussion, and provide a report for, attend and contribute to the discussion in subsequent Child Protection Committee meetings. Where a pupil on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care and forward their child protection records to the new educational setting.

iv. Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fails to do so, but also understand that pupils and staff may not be comfortable in reporting allegations against other pupil(s)/staff member/management.

All staff should feel confident to raise concerns regarding our safeguarding procedures. Reporting suspected wrongdoing is essential when the welfare of children is being negatively affected but also when someone's health and safety is in danger;

a criminal offence is taking place; the law is not being obeyed; there is cover up of wrongdoing; or there is misuse of public funds.

In the first instance, staff may consider discussing any concerns with the school's designated safeguarding lead (or Deputy) and make any referral via them. If the matter remains unresolved then the member of staff should report the matter in confidence to the Head Teacher, or the Proprietors. However, we also understand that individuals may wish to remain anonymous while making report of a concern. As such comment boxes are placed in strategic places in the school for those pupils/staff that identify/raise an issue in school but wish to remain anonymous. Alternatively, when staff feel that their genuine concerns are not being addressed, or in the event of allegations of abuse being made against the Head Teacher, or the Proprietor, allegations should be reported directly to the Brent Local Authority Designated Officer (LADO), who can be contacted directly in writing or by telephone.

General guidance on whistle blowing can be found via:

<https://www.gov.uk/whistleblowing>;

Or at the NSPCC's

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Alternatively, they could be emailed at help@nspcc.org.uk.

v. Induction of new staff

Keeping Children Safe in Education (2024) gives designated Safeguarding Leads (DSLs) responsibility for ensuring that new staff receive a safeguarding induction. This should brief them on the safeguarding arrangements within the school and their individual responsibilities for safeguarding and promoting the welfare of children as well as reacting to Child Protection concerns.

As part of this induction, Level 1 Child Protection Training must be undertaken under the guidance of the DSL using the documentation used on Teams Teaching and learning channel safeguarding sub channel including subsequent refresher courses staff have covered. All the documents below must be emailed to new staff, or the Microsoft Teams link shared.

- Safeguarding Level 1 Presentation for all staff (PowerPoint) including online safety GDPR video link.
- Safeguarding Homework- with refresher links
- Quick reference guide for safeguarding children leaflet which outlines role and identity of CPT and DSL

- New Staff Induction Guide document
- Copies of important policies Child on child, Code of Conduct, Low level concern, behaviour policy, Attendance policy (incorporates CAE) and copy of Part one and Annex A / B of Keeping Children Safe in Education 2024 will be provided to new staff.

ANNEX

Annex A; Preventing Extremism & Radicalisation Policy

1. INTRODUCTION

Al-Sadiq school is fully committed to safeguarding and promoting the welfare of all its pupils. All members of staff recognise that safeguarding against radicalisation and extremism, including non-violent extremism, is no different from safeguarding against any other vulnerability today. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. Al-Sadiq school has a strong sense of belonging to a wider family which nurtures well-rounded and compassionate characters with independent minds, individuals who respect differences, diversity, and dignity of others. Our inter-faith and inter-cultural excellence have been earned by promoting tolerance and respect for all cultures, faiths, and lifestyles.

This Preventing Extremism & Radicalisation Policy sets out our strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, both violent and non-violent, by identifying who they are and promptly providing them with support.

Related Policies

Preventing Extremism & Radicalisation links to the following Al-Sadiq school policies, which can be located in Microsoft Teams / Teaching and Learning / Safeguarding channel:

- Safeguarding Children and Child Protection Policy
- Staff Code of Conduct Policy
- Safer Recruitment Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Behaviour Policy
- Attendance Policy
- E-Safety Policy
- Child-on-Child Abuse Policy
- Low-Level Concern Policy

The following national documents should also be read when working with this policy:

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2024)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2018) updated 2023
- Department for Education's 'Behaviour in Schools' guidance and statutory guidance titled 'School Suspensions and Permanent Exclusions'
- Digital and Technology Standards
- Department for Education's Keeping Children Safe in Out-of-School Settings

Updated Definition of Extremism

As of March 14, 2024, the UK government has introduced a new definition of extremism: "Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2)."

Aims and Objectives

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation and all forms of extremism, including non-violent extremism. Staff must overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The Proprietors of Al-Sadiq school objectives are that:

- The Headteacher, all teaching and non-teaching staff have an understanding of what radicalisation and extremism are, including non-violent extremism, and why we need to be vigilant in our school.
- All staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist views, both violent and non-violent; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

Indicators of Vulnerability

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This definition includes non-violent extremism, which can also pose a threat to social cohesion and democracy.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views, including non-violent extremism. These include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group, or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group, or cause.
- Possession of materials/symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggest identification with a group, cause, or ideology.
- Using insulting or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person, which may include non-violent forms of opposition to British values such as:
 - Physical or verbal assault
 - Provocative behaviour
 - Damage to property
 - Derogatory name calling
 - Possession of prejudice-related materials
 - Prejudice-related ridicule or name calling
 - Inappropriate forms of address
 - Refusal to cooperate
 - Attempts to recruit to prejudice-related organisations
 - Condoning or supporting violence towards others

Teaching Approaches

We are committed to ensuring our pupils receive a broad and balanced curriculum that aims to prepare young people for life in modern Britain and beyond by promoting respect, tolerance, and diversity. Subject areas have identified learning opportunities within their subjects to promote the spiritual, moral, social, and cultural development

of our pupils, including Fundamental British Values (FBV), further enforcing the Preventing Extremism & Radicalisation Policy aims and objectives.

Our academic schedule is based on the National Curriculum with additional Islamic and Arabic studies, stimulating an intellectual curiosity within our pupils, encouraging them to be inquisitive learners who are confident, respectful, and proactive citizens who seek to not only enjoy their learning but to use their learning to make a positive contribution to modern British society.

We will achieve this by using a curriculum that includes:

- Citizenship educational programmes: carefully evaluated to ensure they are effective.
- Personal, Social, Health and Economic (PSHE) education that covers relevant issues.
- RSHE will be taught through our PSHE curriculum and our Drop-down days. A detailed RSHE policy was updated in September 2024. Open discussion and debate; encouraging critical thinking skills needed to engage in informed debate.
- Providing pastoral sessions, where pupils can seek advice and guidance if they are worried or concerned about any of their peers.
- Use of external agencies or speakers to enrich the experiences of pupils and pupils. However, Al-Sadiq school will positively vet those external agencies, individuals, or speakers they engage to provide such learning opportunities or experiences for pupils and pupils.

Our programme seeks to prevent radicalisation by reinforcing both British values and our designated Islamic values, which underpin the work of Al-Sadiq school, creating a clear sense of community and shared purpose. OFSTED in their 2014 inspection report recognised that “The school has carried out excellent work with other community and faith groups to promote effective mutual understanding and respect. Pupils are committed to playing a part in local democracy and helping others.”

Internet Safety

We strongly recognise the risk posed to our pupils of online radicalisation, as terrorist organisations and other extremist groups seek to radicalise young people through the use of social media and the internet. The filtering systems used by Al-Sadiq school block inappropriate content, including extremist content, both violent and non-violent.

Pupils are unable to access social media such as Facebook and Twitter, and we have a strict no mobile phone policy within our school. Regular checks are conducted to ensure pupils are complying with this rule. We are aware that young people have access to unfiltered internet when using their mobile phones. Staff, parents/carers are

reminded to be alert to the need for vigilance when pupils are using their phones outside the school.

E-safety is delivered in ICT sessions, other related subjects, and in our whole school assembly programme. Where staff, pupils, or visitors find unblocked extremist content, they must report this to the Child Protection Committee/Headteacher immediately.

Training and Recruitment

Staff will be given additional training on Prevent, to help them understand the issues of radicalisation and extremism, be able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training and our annual staff training. Moreover, staff are updated through email and safeguarding bulletins. Staff meetings are also held to keep their skills and knowledge up to date.

We ensure that the staff we appoint to Al-Sadiq school are suitable. There is an ongoing culture of vigilance, and our recruitment procedures, as set out in our Safer Recruitment Policy, are rigorous and we follow the statutory guidance published in Keeping Children Safe in Education (2024). Suitability checks are undertaken on relevant people, including management and volunteers.

Where there are concerns of extremism or radicalisation, pupils and staff are encouraged to follow the three safeguarding partners' procedures and make use of our internal systems to whistle blow or raise any issue in confidence.

Policy Adoption, Monitoring, and Review

This Preventing Extremism & Radicalisation Policy was considered and adopted by the Proprietors of Al-Sadiq School in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education' (2024). The Headteacher will ensure that the Policy is fully implemented and followed by all staff. Parents/carers will be issued with a hard copy of this Policy on request. The Child Protection Committee will actively evaluate the effectiveness of this Policy by monitoring the staff's understanding and application of the procedures within this Policy as their overall duty to safeguard children

Annex B; Practical Advice to Colleagues

There are four main categories of abuse, neglect and exploitation: physical abuse, emotional abuse, sexual abuse, and neglect. Every issue has its own specific warning indicators, which you should be alert to. Working Together to Safeguard Children (2018 updated 2020) statutory guidance sets out the full descriptions. Please consult the Designated Safeguarding lead (or Deputy) on all these issues.

Abuse can be regarded as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children. Moreover, staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger of abuse.

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment.

Some of the following signs might be indicators of abuse, neglect or exploitation:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn, or clingy, or they might have difficulty sleeping or start wetting the bed.
- Children with clothes which are ill-fitting and/or dirty.
- Children with consistently poor hygiene.
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason.
- Children who don't want to change clothes in front of others or participate in physical activities.
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry.
- Children who talk about being left home alone, with inappropriate carers or with strangers.
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason.
- Children who are regularly absent from school or education.
- Children who are reluctant to go home after school.
- Children with poor school attendance and punctuality, or who are consistently late being picked up.
- Parents who are dismissive and non-responsive to practitioners' concerns.
- Parents who collect their children from school when drunk, or under the influence of drugs.
- Children who drink alcohol regularly from an early age.
- Children who are concerned for younger siblings without explaining why.
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries.
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained: bruises or cuts; burns or scalds; or bite marks.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong.
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'.
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age.
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have.
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections, or underage pregnancy.

Some of 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; and
- Children who regularly miss school or education or don't take part in education.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe.
- Children who are left hungry or dirty.
- Children who are left without adequate clothing, e.g., not having a winter coat.
- Children who are living in dangerous conditions, i.e., around drugs, alcohol, or violence.
- Children who are often angry, aggressive, or self-harm.
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Child Absent from Education:

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are absent from education in their area. A child being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. Al-Sadiq school staff should follow our procedures for dealing with children that are absent from education for prolonged periods and/or on repeat occasions, to help identify the risk of abuse, neglect and exploitation, including sexual exploitation, and to help prevent the risks of them being absent in future. This includes when problems are first emerging but also where children are already known to 45 local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Al-Sadiq 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 five school days. (Refer to the school's attendance policy)

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year-olds and 12–17-year-olds available on the gov.uk website. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The school may refer some parents and carers to this service where appropriate.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. NICCO provides information designed to support professionals working

with offenders and their children, to help mitigate negative consequences for those children.

Homelessness

Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The school should be aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware or suspect that a pupil may be at risk of homelessness, they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

Child Abduction

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Cybercrime (Refer to filtering and monitoring)

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

Cyber-dependent crimes include.

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded.
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,

- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransom ware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre – WWW.NCSC.GOV.UK

Serious Violence:

There are indicators of serious violence, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. The likelihood of involvement in serious violence may be increased by factors such as: being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Staff should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Al-Sadiq school staff should be aware of the associated risks and understand the measures in place to manage these. Additional advice is provided in the

- Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. [County lines toolkit](#)
- The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence.
- As well as the publication 'Serious violence strategy 2018'

- Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object.
- A list of 20 police force locations can be found via the following link:
- <https://www.gov.uk/government/news/355m-to-support-young-people-at-risk-of-involvement-in-serious-violence>

Child Sexual Exploitation:

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex, sexual bullying including 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. Al-Sadiq school staff must follow the procedures as set out in our policy regarding all concerns of a suspected case of CSE.

Supporting practice in tackling sexual abuse-CSA Centre of expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

Female Genital Mutilation:

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is child abuse and an extremely harmful practice with devastating health consequences for girls and women. Some girls die from blood loss or infection as a direct result of the procedure. Some women who have undergone FGM are also likely to find it difficult to give birth and many also suffer from long term psychological trauma. FGM is illegal in the UK and even if someone is taken overseas to undergo FGM, it is still a crime in the UK if the mutilation is done by a UK national or on a UK resident. If members of staff, in the course of their work in the profession, discovers

that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

If Al-Sadiq school staff have a concern about a pupil being at risk of, or has undergone, FGM they must report this using our Child Protection Procedures to the Designated safeguarding lead (or Deputy) without delay. The Child Protection Committee will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Alongside mandatory reporting which commenced in 2015, the procedures mentioned will remain when dealing with concerns regarding the potential for FGM to take place. Where the Child Protection Committee discovers that an act of FGM appears to have been carried out on a girl at our school, this will be reported to the police. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty to the police applies.

Up skirting

'Up skirting' 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 person humiliation, distress, or alarm. It is now a criminal offence and may constitute sexual harassment.

Forced Marriages:

A forced marriage is where one or both people do not (or in cases of children cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse, and a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats, actual physical violence, and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Forced marriage is illegal in England and Wales, this includes taking someone overseas to force them to marry (whether or not the forced marriage takes place), marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not). If Al-Sadiq school staff have a concern about a pupil being at risk of, or is undergoing a Forced Marriage, they must report this using our Child Protection Procedures to the designated safeguarding lead (or Deputy) without delay. The Child Protection Committee will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at, The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)

Preventing Radicalisation:

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, Al-Sadiq school staff should be alert to any changes in children's behaviour which could indicate that they may be in need of help or protection. Al-Sadiq school staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. Further guidance can be found in the Al-Sadiq Extremism and radicalisation policy.

Modern Slavery and Human Trafficking 26

The above are offences under the Modern Slavery Act 2015. These offences include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after. Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country. It is possible to be a victim even if consent has been given to be moved. Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence. If you hold information that could lead to the identification, discovery, and recovery of victims in the UK, you can contact the Modern Slavery Helpline 08000 121 700. All members of staff must also inform the DSL/CPT of any concerns.

“Low Level Concerns”

Concerns that do not meet the harms threshold laid out above should still be treated seriously and appropriately. According to KCSIE, a low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that: is inconsistent with the staff code of conduct, including inappropriate conduct outside of

- work: and does not meet the allegations threshold or is otherwise not considered serious enough to
- Consider a referral to the LADO.

- Examples of such behaviour could include, but are not limited to:
- being over friendly with children.
- having favourites.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- Using inappropriate sexualised, intimidating, or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. Should someone have any concern about a staff member or volunteer which does not meet the harms threshold that would require informing the Head teacher, then they should still raise these concerns with the DSL. The Head teacher or DSL will speak with both the staff member raising the concern and the staff member who is the subject of the concern. A determination will be made about the next appropriate steps and a record will be kept on the staff member’s file marked confidential.

The Prevent Duty:

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This

means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Al-Sadiq school has clear procedures in place for protecting children at risk of radicalisation. In response to the Prevent duty the Al-Sadiq school has a Preventing and Tackling Extremism policy which sets out our safeguarding procedures and takes into account local safeguarding procedures. Any staff member who has a concern about any pupil or pupils being at risk of radicalisation must report this concern to the designated safeguarding lead (or Deputy).

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. Al-Sadiq school the Child Protection Committee members undertake Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering and monitoring is in place. Al-Sadiq school has a clear e-safety policy, and the use of filters is continually reviewed. Pupils causing concern with their internet use are challenged. Al-Sadiq school gives curriculum time to teach pupils about online safety more generally. The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.
- Educate against Hate (<http://www.educateagainsthate.com>) is a tool that helps schools parents, teachers and school leaders practical advice on protecting children from extremism and radicalisation by providing up-to-date, practical advice that will help to understand the procedures that have been put in place to robustly tackle the threat. Moreover, it helps teachers facing these issues in the classroom to understand radicalisation, its warning signs, and crucially where they can get further support.

Channel Programme:

Al-Sadiq school staff through the designated safeguarding lead (or Deputy) should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Section 36 of the Counterterrorism and Security Act

2015 places a duty on local authorities to ensure Channel panels are in place. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Al-Sadiq school abides by the Section 38 of the Counterterrorism and Security Act 2015 requiring partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

Annex C; LOCAL AREA RISKS

At Al-Sadiq School we believe that part of our safeguarding duty is to recognise the local area risks in Brent and safeguard our pupils from these risks accordingly.

These have been identified as follows:

1. Gang crimes
2. Radicalisation
3. Anti-social behaviour (including drug abuse)
4. Domestic Violence and Sexual abuse
5. Child Sexual Exploitation

GANG CRIMES

The Safer Brent Partnership Annual Report of 2018-19 indicated emerging gangs in Kingsbury, Wembley, Neasden, and Willesden are now the main problem profile in Brent. These cohorts are often not on the gang's matrix with evidence to show that our more established gangs on the matrix are across county lines. (<https://www.brent.gov.uk/media/16414160/sbp-annual-report-1819.pdf>)

The report outlines 2017 analysis of the Gangs Matrix for Brent as still deemed relevant. The gang's violence matrix (GVM) is an intelligence tool we use to identify and risk-assess gang members across London who are involved in gang violence. It also seeks to identify those at risk of victimisation. In July 2017 the Metropolitan Police Gangs matrix indicated to identify 22 gangs in Brent, which is an increase of one additional established gang compared to the previous year. There are 288 identified gang members of which 181 are in the community, and 107 are in Prison. Although the report points out that only 7.3% of the cohort were 17 years old or under, compared to the London average of 20%, stabbing and shooting incidents are on the increase in London. In recent years, gang offending has been primarily linked to drugs markets and the related violent incidents.

Incidents within a 5-mile radius to the school:

- 23rd January 2017, a 15-year-old boy was stabbed outside North-west London School and later died in hospital from his injuries, which is within a 1.7-mile radius from school.
- 30th May 2017, a 20-year-old shot dead outside Dickens House in Kilburn, caught in a gang related crossfire. 1.3 miles from School
- 6th October 2017, an 18-year-old young man was fatally stabbed in Neasden on Tanfield Avenue and two 14-year-old boys were found guilty of his death, which is 3.2 miles from School.
- 1st June 2018, a young man in his 20's critical after being 'sprayed with bullets in machine gun attack' in Stonebridge, which is 4 miles from School.
- Whilst this report was being discussed during September of 2019, a 16-year-old boy was stabbed in a fight in Kilburn, less than a mile from the school.
- The supply of drugs continues to be a major activity for criminal groups and gangs in Brent. Knife injury victims under 25 in Brent is similar to the London average. [Gangs and serious youth violence - JSNA 2019/20 | London Borough of Brent](#)

ANTI SOCIAL BEHAVIOUR

Anti-Social Behaviour (ASB) has also been highlighted as a key concern for Brent. Antisocial behaviour nationally has increased across the Borough, and this has been mainly being due to an escalation in open drug markets and the impact of gang activities in Brent.

Brondesbury Boys School

Islamia Girls and Primary school

Salisbury Primary school

Marylebone Secondary School

Queens Park Community School

Al-Sadiq school is aware of the above schools, and that they lie in close proximity to our school. As a result, many local amenities are shared as are routes to and from school. It has been brought to our attention that cases have occurred where our pupils have been confronted by pupils from other schools. Thank fully the matter has never escalated to anything more than an exchange of words. We have close links with the community liaison officer at the local Police station who has advised the school on strategies the pupils can use so that they can avoid any incidents that can lead to anti-social behaviour.

RADICALISATION

Brent is one of 52 Prevent Priority Boroughs identified by the Office for Security and Counterterrorism, Home Office. The Prevent strategy forms part of the Government's

CONTEST strategy to tackle terrorism, with Prevent being focused on identifying and tackling radicalisation before a crime has been committed. Brent receives funding for a Prevent Team and specific project work which aims to build resilience against radicalisation and where possible address identified risks.

Prevent is focused on four types of terrorist related risk:

- Al Qaeda, ISIS, and like-minded groups
- Far Right & Extreme Right-Wing Terrorism
- Dissident Irish Republican groups
- Animal rights violent activist groups

A Counter Terrorism Local Profile produced by the Counter-Terrorism Command of the Metropolitan Police, informs the level of risk for Brent. Currently Al-Qaeda inspired extremism, including the role of Daesh / Islamic State, is considered the principal risk in Brent. The majority of Brent's Prevent work focuses on this risk. As a high-risk borough, Brent is commissioned to provide support for children in and out of school settings.

Channel is the multi-agency case conference, chaired by the local authority, which meets monthly to discuss those who are most at risk of being drawn into support for terrorism and affiliated groups. Channel is for individuals of any age who are at risk of exploitation by violent extremists and/ or terrorist ideologies, participation is voluntary. The panel maintains a strong safeguarding focus and is chaired by the Head of Safeguarding and Quality Assurance. Referrals to the Channel Programme are received and triaged by Brent's Family Front Door and Adult Safeguarding, Multi Agency Safeguarding Hub (MASH).

Prevent related training The Workshop to Raise Awareness of Prevent (WRAP) is the official Home Office training tool which provides an understanding of the radicalisation process and what to do if you are concerned about an individual. WRAP is predominantly delivered in educational settings and assists professionals to understand their related safeguarding responsibilities.

DOMESTIC VIOLENCE AND SEXUAL ABUSE

Violence against women and girls (VAWG) is a key issue for Brent and requires a multiagency approach to tackle it successfully. VAWG is not simply a synonym for Domestic Abuse, although domestic abuse is a key part of a successful VAWG strategy. VAWG incorporates domestic abuse (DA), sexual violence, stalking, prostitution, female genital mutilation (FGM), honour-based violence (HBV), forced marriage (FM) and human trafficking.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship

abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Al-Sadiq school recognise that the DfE Advice on Sexual Violence and Sexual Harassment between Children in Schools and Colleges (SVSH). All schools must protect all pupils and engage social care, support services and the police as required. The new guidance also makes it clear that whilst the criminal age of responsibility is ten, schools should nonetheless report incidents of peer-on-peer abuse involving children younger than ten to the police where appropriate, who will adopt a welfare rather than a criminal response. All staff must recognise that a child abusing another child may have been abused themselves; therefore, the need may be to support the alleged perpetrator. Full advice and guidance can be found in on Sexual Violence and Sexual Harassment between Children in Schools and Colleges (SVSH) 2018.

CHILD SEXUAL EXPLOITATION

Analysis has highlighted Child Sexual Exploitation (CSE) as a high-risk issue. There are close links across the Gang and Violence against Women and Girls agendas, and it is vital that community safety partners are aware of risks and able to access referral pathways when a vulnerable young person comes to notice. A vulnerability-centred approach is likely to highlight issues of CSE.

LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN

We recognise that most children living in care are kept safe from harm. However, a small number remain at risk of abuse or neglect. Children may enter care for all sorts of reasons, but most enter because they have been abused or neglected. These experiences can leave children with complex emotional and mental health needs. Many children also move repeatedly in and out of care, or between placements. This can prevent them from forming stable relationships with the staff, adults, and peers. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously LAC safe.

We recognise that such children as well as those have been assessed as having a special educational need will require extra help and resources to fulfil their individual needs which could range from aspects such as processing and understanding, physical or sensory difficulties, emotional and behavioural difficulties, speech and language difficulties or social skills. It is because of our commitment to ensuring that learning and progress are the priority for all children, we advise parents/ carers to seek schools that can lead and manage SEND and appoint Designated Teacher for LAC. At the same time, we endeavour to cater for all children with the best of our ability.

At Al-Sadiq School our aim is:

1. Prevention – to prevent our pupils from being a victim to any of the above.
2. Raising awareness – by creating a safeguarding culture in school through regular safeguarding training (both internal and external). Arranging workshops for the pupils to raise awareness of the local area risks. This will be done through a series of workshops facilitated by Jennifer Dunbar from Brent Local Authority.
3. Effective Reporting – following the safeguarding policy in efficiently responding to and reporting any concerns to the CPT.
4. Effective Referrals – CPT to follow through with referrals to Brent Family Front Door / MASH

Please refer to the school's Preventing Extremism and Radicalisation Policy

Contextual Safeguarding at Al-Sadiq School

Contextual Safeguarding is an approach that recognises and responds to the risks young people face outside of their families. This includes understanding the various environments where young people spend their time, such as peer groups, schools, and public spaces, and addressing the potential harm that can occur in these contexts.

Key Principles of Contextual Safeguarding

1. Targeting Contexts: Identify, assess, and intervene in environments where young people experience harm, such as peer groups, schools, and public spaces, in addition to their family homes.
2. Child Welfare Lens: Address extra-familial harm through child protection strategies rather than solely through crime prevention or behaviour management.
3. Partnerships: Collaborate with agencies and organisations that have reach into extra-familial contexts, such as housing authorities, businesses, community groups, schools, and transport services.
4. Measuring Contextual Impact: Assess outcomes for the contexts themselves, as well as for the individuals associated with the harm.

Contextual Safeguarding Indicators

Early help and intervention may be appropriate when one or more of the following indicators are present:

1. **Peer Group Influence:** Young people are involved in or influenced by peer groups that engage in risky or harmful behaviour.

2. **School Environment:** Issues such as bullying, harassment, or violence within the school setting.
3. **Public Spaces:** Young people are exposed to risks in public spaces, such as parks, shopping centres, or transport hubs.
4. **Online Safety:** Exposure to online risks, including cyberbullying, exploitation, or radicalisation.
5. **Community Safety:** Involvement in or exposure to community-based risks, such as gang activity or anti-social behaviour.

By adopting a Contextual Safeguarding approach, Al-Sadiq School aims to better protect its pupils from harm in all areas of their lives, both within and beyond the family home. This holistic approach ensures that safeguarding measures are comprehensive and responsive to the varied contexts in which young people live and interact.

Early Help

Early Help in Brent

Brent's Early Help Service provides support for families with children aged 0 to 18 years old (up to 25 if the young person has a disability or additional needs). The service aims to provide assistance as soon as problems emerge, preventing issues from escalating and reducing the need for statutory intervention. It is support for children of all ages to improve family resilience and outcomes or reduce the chance of problems worsening.

Early Help Services

Brent's Early Help provision includes:

1. Family Wellbeing Centres: Delivering early help offers for children and families
2. Family Solutions Team: Supporting families with various issues including mental health, domestic abuse, drug and alcohol misuse, parenting, and money advice
3. Early Years Services: Providing advice on childcare for all ages
4. Portage Team: A free home visiting service for pre-school children with disabilities or additional needs
5. Embedded Team: Supporting siblings in families where older children are working with specialist/statutory services
6. Accelerated Support Team: Offering rapid-response services to young people aged 11-17 and their families who are on the edge of care

Early Help Assessment (EHA)

The Early Help Assessment (EHA) is a risk-based assessment process used across all Children and Young People's services to help families achieve positive outcomes. It supports the identification of needs within a family when they first arise and facilitates targeted, effective, evidence-based early interventions and multi-agency support for the whole family.

Early Help Indicators

Early help may be appropriate when one or more of the following indicators are present:

1. Children frequently missing from education, home, or care
2. Children with multiple suspensions or at risk of permanent exclusion
3. Children with a parent or carer in custody or affected by parental offending
4. Families experiencing domestic abuse, mental health issues, or substance misuse
5. Children showing signs of being drawn into anti-social or criminal behaviour
6. Children who are showing early signs of abuse or neglect
7. Children with disabilities or additional needs
8. Families facing financial difficulties or housing issues
9. Young carers
10. Children at risk of exploitation or radicalisation

Child in Need

Child in Need - S17 of the Children Act 1989: A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required. Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.
- This could include children who self-harm or disclose intent to commit suicide.

Accessing Early Help

To access early help services or make a referral, contact the Brent Family Front Door (BFFD):

- Phone: 020 8937 4300 (9.00am to 5.00pm Monday to Friday)
- Outside of these hours, contact the Emergency Duty Team on 020 8863 5250

Staff should complete the Children's Social Care referral form for children in need and/or child protection concerns.

Early intervention is key to preventing issues from escalating and ensuring the best outcomes for children and families in Brent. Further information can be found at [early_help_service.pdf \(proceduresonline.com\)](#) for our Local Authority Brent.

Annex D; SF TRANSFER RECORD AND RECEIPT**PART 1: To be completed by AL-SADIQ SCHOOL DSL**

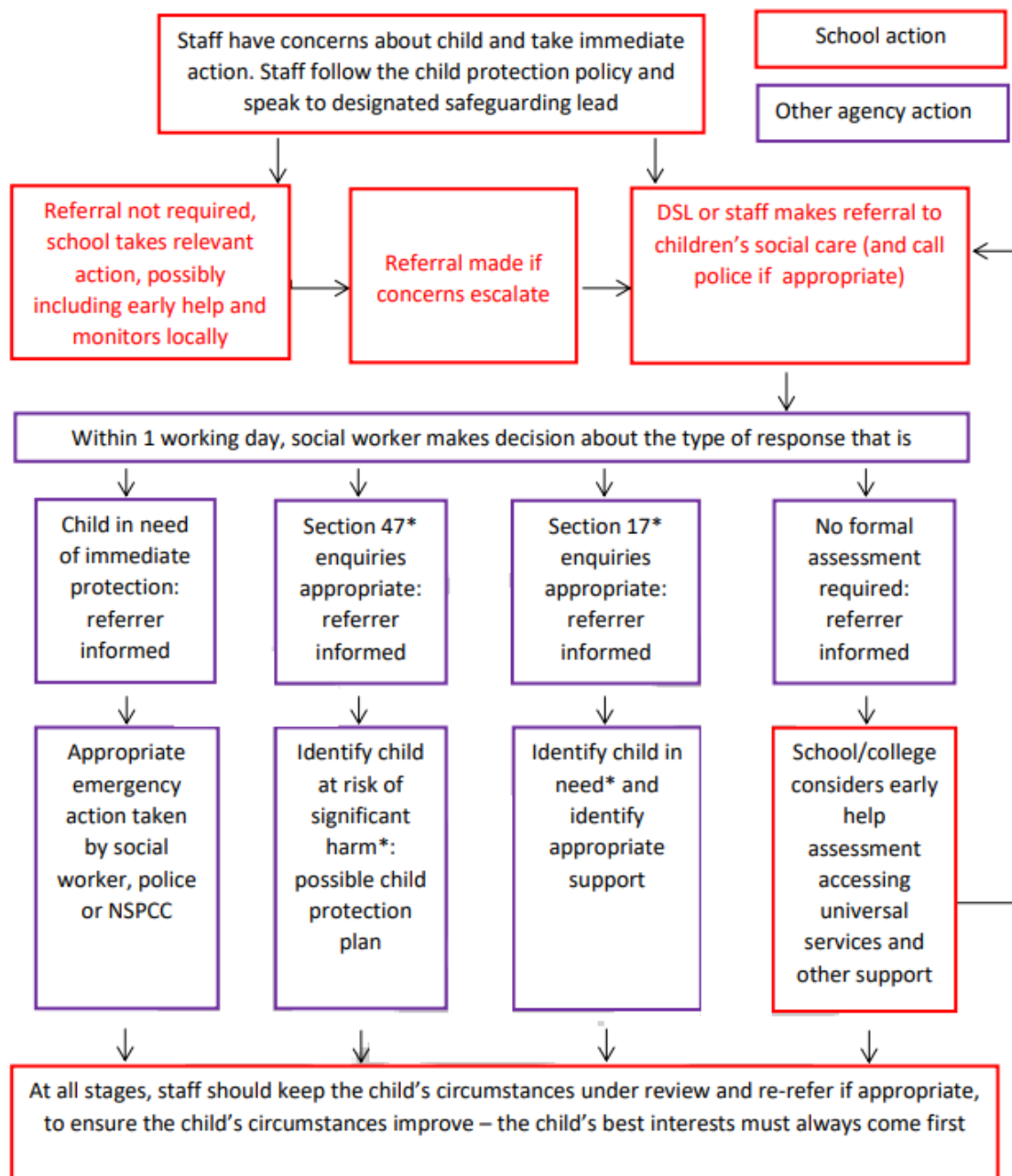
NAME OF CHILD:	
DOB:	
NAME OF SCHOOL SENDING CP FILE:	
ADDRESS OF SCHOOL SENDING CP FILE:	
METHOD OF DELIVERY:	BY HAND SECURE POST ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANFERRING TO:	
SIGNATURE:	

PART 2: To be completed by receiving school or educational setting.

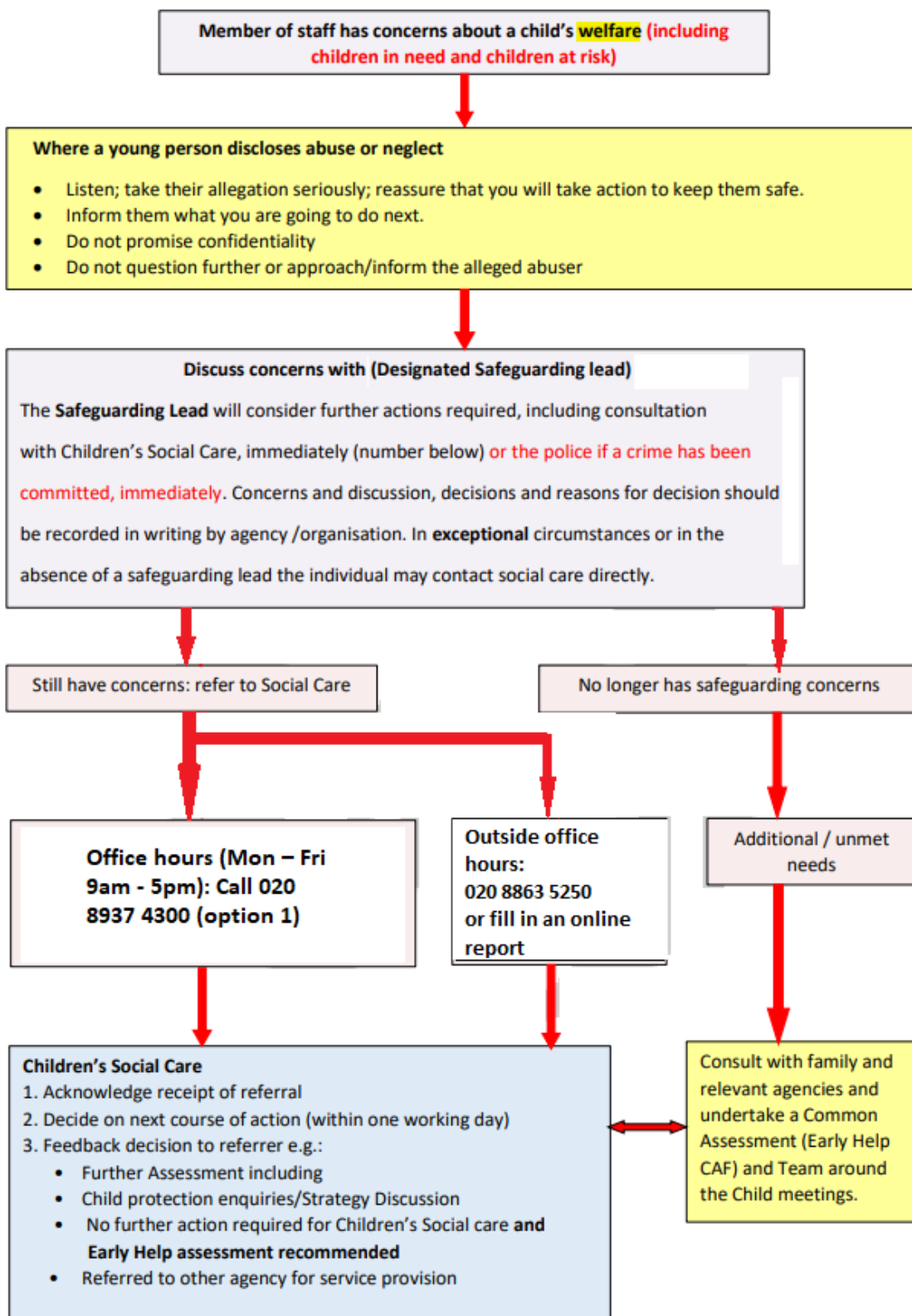
NAME OF SCHOOL RECEIVING FILE:	
ADDRESS OF SCHOOL RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving school / educational setting: *Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.*

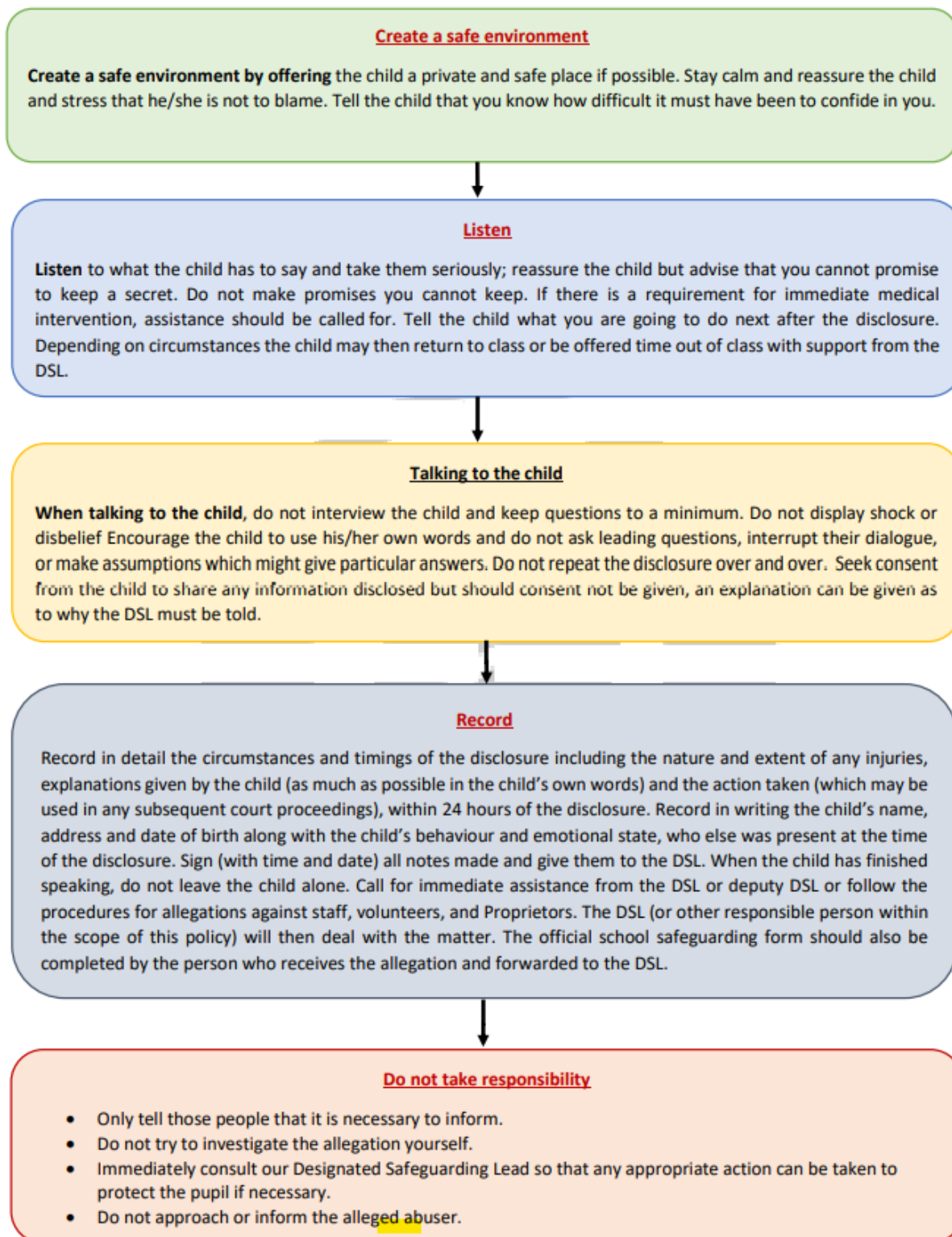
Annex F– KCSIE – Actions where there are concerns about a child.



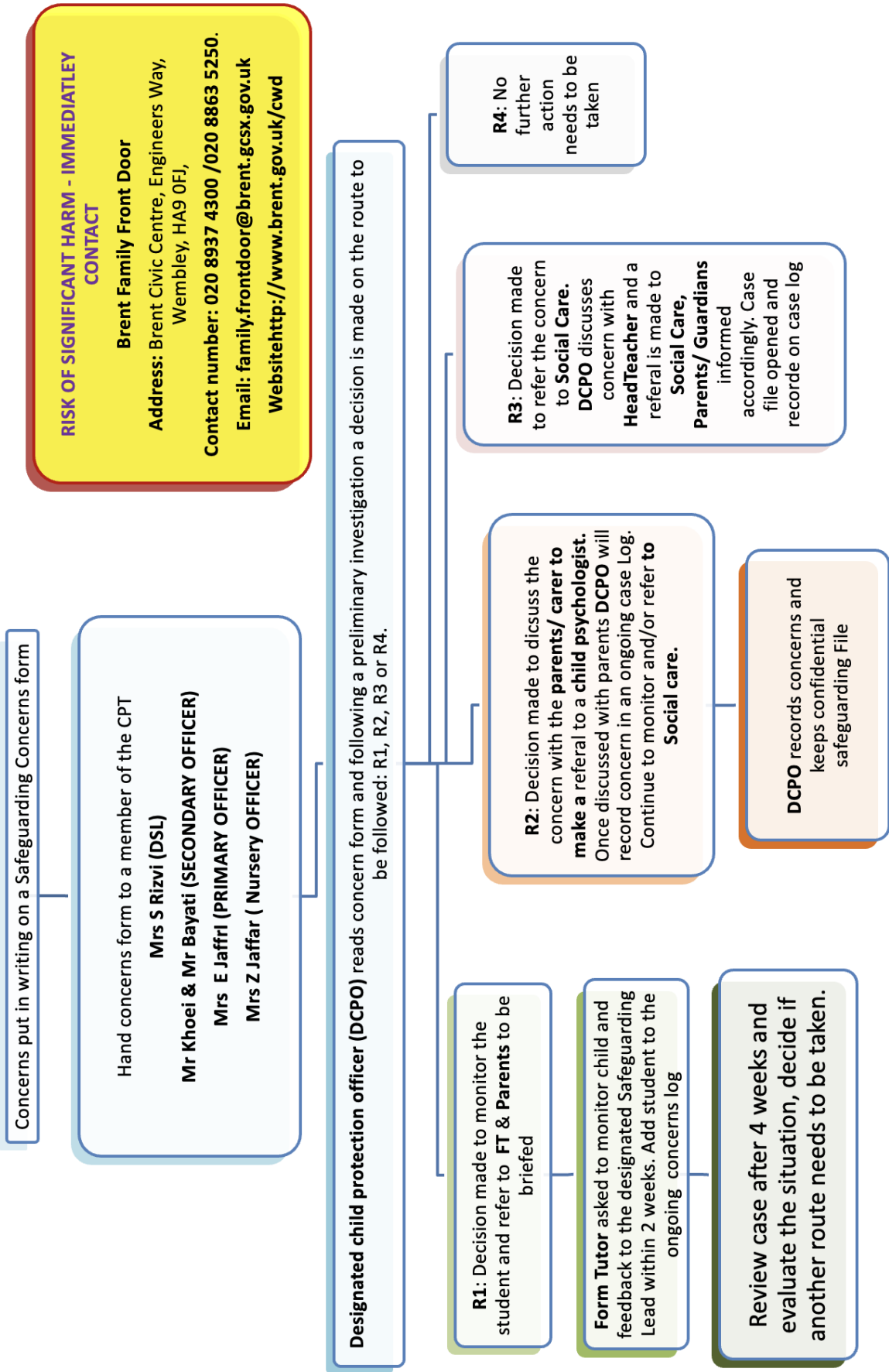
Annexe G - What to do if you are worried a child is being abused or neglected.



Annex H- Where a young person discloses abuse or neglect, the following sequence of events should be adhered to.



Flow Chart for raising safeguarding concerns for a child at AS



RISK OF SIGNIFICANT HARM - IMMEDIATE CONTACT

Brent Family Front Door
 Address: Brent Civic Centre, Engineers Way, Wembley, HA9 0FJ,
 Contact number: 020 8937 4300 /020 8863 5250.
 Email: family.frontdoor@brent.gcsx.gov.uk
 Website: <http://www.brent.gov.uk/cwd>

Concerns put in writing on a Safeguarding Concerns form

Hand concerns form to a member of the CPT
 Mrs S Rizvi (DSL)
 Mr Khoei & Mr Bayati (SECONDARY OFFICER)
 Mrs E Jaffri (PRIMARY OFFICER)
 Mrs Z Jaffar (Nursery OFFICER)

Designated child protection officer (DCPO) reads concern form and following a preliminary investigation a decision is made on the route to be followed: R1, R2, R3 or R4.

R1: Decision made to monitor the student and refer to FT & Parents to be briefed

Form Tutor asked to monitor child and feedback to the designated Safeguarding Lead within 2 weeks. Add student to the ongoing concerns log

Review case after 4 weeks and evaluate the situation, decide if another route needs to be taken.

R2: Decision made to discuss the concern with the parents/ carer to make a referral to a child psychologist. Once discussed with parents DCPO will record concern in an ongoing case Log. Continue to monitor and/or refer to Social care.

DCPO records concerns and keeps confidential safeguarding File

R3: Decision made to refer the concern to Social Care. DCPO discusses concern with HeadTeacher and a referral is made to Social Care, Parents/ Guardians informed accordingly. Case file opened and recorded on case log

R4: No further action needs to be taken

Annex I - Consent – Brent Safeguarding children Partnership Threshold guide.

Sharing Information

National and local case reviews have highlighted that missing opportunities to record, share and understand the significance of information in a timely manner can have severe consequences for the safety and welfare of children.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children, which must always be the paramount concern.

Consent

In general, conversations about what is worrying you, should happen with the family first. This will allow you to confirm if they share your worries and give an opportunity to discuss what help they need. If parents understand that you are trying to help and are willing to work with you, they may be open to you making a referral for them to get additional support as required, which will need their explicit consent.

Consent, in this context, means that the family is informed about the services they are being referred to, agree with the referral being made and understand what information professionals are passing on and why.

Although it is usually good practice to seek consent for making a referral, there are some exceptions when it comes to safeguarding children:

If having a conversation with the family could place the child, or someone else at increased risk of harm, **you do not need to seek consent to make a referral.**

If seeking consent may impact upon an investigation of a crime or other legal proceeding, **you do not need to seek consent to make a referral.**

(e.g. you should not seek consent from a parent/carer against whom an allegation has been made by a child)

Where you believe there is reasonable cause to suspect that a child is suffering, or likely to suffer harm, **you have a duty to share this concern and you do not need to seek consent to make a referral.**

Annex J - Safeguarding concerns or allegation of abuse on a child.

A Child Protection Guide - A Cue Card

We are committed to safeguard and promoting the welfare of all at our school.

A code of good practice for staff and volunteers designed for you to keep with you – Carry it.

A Code of Practice is intended to provide a readily accessible reference promoting the principle of our Child Protection Policy.

What happens if:

You suspect a child is being abused or neglected:

1. Immediately inform the Designed Safeguarding Lead (DSL).
2. Record and date any facts which are relevant to your concern and pass these onto the DSL.
3. Do not investigate the issue yourself.

A child discloses to you abuse by someone else

1. Allow the child to speak without interruptions, accepting what is said and without investigating further or asking leading questions.
2. Reassure the child that 'it is not their fault' and that they were right to tell you.
3. Record in the child's own words details of the disclosure and refer this immediately to the DSL. Do not investigate the issue yourself.

You receive an allegation about a member of staff or yourself

1. Immediately inform the DSL of the allegation.
2. Record and date the details of the allegation in writing.

Do treat everyone with respect

Do provide an example of behaviour you wish others to follow

Do plan activities which involve more than one other person being present, or at least which are within sight or hearing of others

Do respect a young person's right to personal privacy

Do provide access for young people to talk to others about any concerns they may have.

Do recognise, and allow for, the special needs of young people with disabilities and learning difficulties

Do encourage young people with disabilities and learning difficulties

Do encourage children and adults to point out attitudes and behaviour that they do not like

Do avoid inappropriate physical or verbal contact with young people

Do remember that someone else might misinterpret your actions

Do respect the cultural, religious and ethnic backgrounds of others

Do recognise that caution is required even in sensitive moments of counselling

Do avoid situations that compromise your relationship with young people

Do NOT permit abusive peer activities (e.g. bullying racism or others)

Do NOT judge or jump to conclusions about others

Do NOT show favouritism to any individual

Do NOT be drawn into attention seeking behaviour, such as crushes/tantrums

Do NOT make inappropriate remarks or gestures

Do NOT rely on good reputation

Do NOT believe 'it could never happen to me'

Do NOT interview or meet with children in private or outside of school

Do NOT let concerns or **allegations** of abuse go unrecorded

Do NOT play physical contact games with young people.

Annex L - Responding to disclosures.

- React calmly.
- Listen carefully and do not interrupt.
- Do not ask leading questions – this could prevent a criminal investigation.
- Use OPEN questions which are for clarification only and do not require a yes or no answer.
- Reassure them that they have done the right thing by telling.
- Tell the child/young person that they are not to blame.
- Never promise a child it can be kept a secret.
- Tell them what you will do next and whom the information will be shared with.
- As soon as possible record using the child/young person's own words.

TED Method Tell, Explain and Describe (TED)

When trying to clarify a disclosure, ask open ended questions using the TED method.

- ☞ Can you TELL me how that made you feel?
- ☞ Can you TELL me what you mean by?
- ☞ Can you EXPLAIN to me how this began?
- ☞ Can you EXPLAIN what happened?
- ☞ Can you EXPLAIN what difficulties you faced when you tried to...?
- ☞ Can you DESCRIBE how you felt?
- ☞ Can you DESCRIBE what you are thinking?
- ☞ Can you DESCRIBE how they looked?

The probing TED method helps to pinpoint the relevant insight from a person's open response. The style of wording helps to prompt the individual into giving the listener all the relevant information in regard to their query.

- <https://www.youtube.com/watch?v=bvJ5uBIGYgE>

Useful Links

Department for Education (DfE) (2021a) Keeping children safe in education 2024: statutory guidance for schools and colleges (PDF).

London: Department for Education (DfE).

[Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115271/keeping-children-safe-in-education-2024.pdf)

For anyone who has not completed an annual Prevent training session please complete the Home Office training using the link below.

Prevent Training

[YOU HAVE ACCESSED THE E-LEARNING TRAINING ON PREVENT](#)

Public Health England – Every Mind Matters

<https://www.gov.uk/government/news/public-health-england-launches-new-every-mind-matters-campaign>

Harmful online challenges and online hoaxes – includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes/harmful-online-challenges-and-online-hoaxes>

Notification to Local Authority Designated Officer (LADO) Form for all allegations against people who work with children

Your name:		Contact No:	
Your Job Title			
Date:		Email address:	

Details of the adult whom the allegation has been made against					
Surname		Given Name/s		Gender	D.O.B
Ethnicity		Home address		Tel No.	-
				Mobile No.	
Occupational Group			Job Title		
If other, please specify:					
Length of Service in current post		On what basis is the individual Employed?			
Have any allegations been made against this individual previously?					
If yes, please provide details					

Details of Employing Organisation					
Agency Name	Al-Zahra School	Agency Address	134 Salusbury Road London NW6 6PF	Agency Tel No.	020 73727 706
	Al-Sadiq School		126 Chevening Road, London NW6 6TP		020 7372 6760

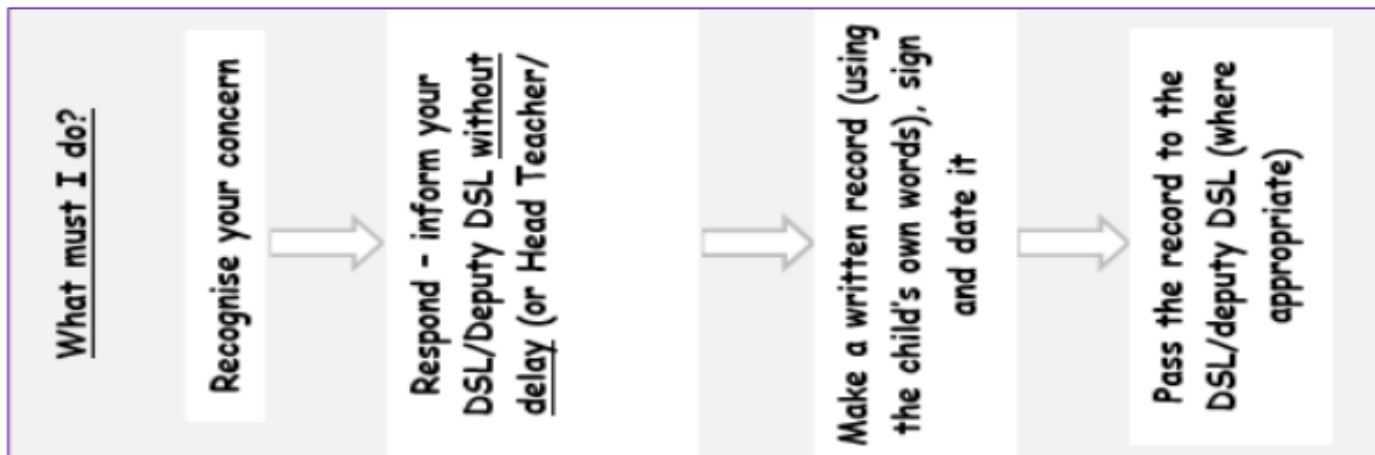
Details of the Child/Young Person making the allegation					
Surname		Given Name/s		Gender	D.O.B
Ethnicity		Home address		Tel No.	
Child/Young Persons status	Looked After	Child in Need	No status	Child Protection	Other

Details of the allegation					
Date of alleged incident		Number of children involved		Location of the alleged incident	
Brief description of allegation and concerns raised					

Please send your referral to:

Secure Email: Family.FrontDoor@brent.gov.uk

Telephone referrals can be made by calling 020 8937 4300



What should I do if a child discloses that s/he is being harmed?

1. Listen
Listen carefully to what is being said to you, do not interrupt.

2. Reassure
Reassure the pupil that it is not their fault. Stress that it was the right thing to tell. Be calm, attentive and non-judgemental. Do not promise to keep what is said a secret. Ask non-leading questions (TED) to clarify if necessary:

Tell me more...

Explain that to me...

Describe what happened....

Then follow the steps in the flowchart to the right.

When and what might I be concerned about?

At any time, you may be concerned about information which suggests a child is being neglected or experiencing physical, emotional or sexual harm.

You may observe physical signs, notice changes in the child's behaviour or presentation, pick up signs of emotional distress or have a child disclose a harmful experience to you.

Harm to a child can be caused by:

- A parent/carer
- A family member/friend
- Another child
- A stranger
- A member of staff/volunteer *

Quick Reference guide for Safeguarding Children in Schools

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment, identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action.

This leaflet has been given to you to make sure you understand what is expected of you. Please seek advice from your **Designated Safeguarding Lead** for Child Protection. If you are unclear about anything in this leaflet and keep it in a safe place.

Brent Family Front Door
 Office hours (Mon - Fri: 9am - 5pm):
020 8937 4300 (option 1)

Outside of office hours:
 Call our emergency duty team on:
020 8863 5250

CONTACTS

The school has a Safeguarding Policy, and a copy is available from:

In line with this regardless of the source of harm, you **MUST** report concerns to.

Your DSL name:

CPT members include:

Proprietor Name:

What should I do if the alleged abuser is a member of the school staff / volunteer?

If your concern is about a staff member or volunteer, you should report this to the Head Teacher. If your concern is about the Head Teacher, you should report such allegations to the Chair of Governors. Contact details can be found on the back of this leaflet.

How do I ensure my behaviour is always appropriate?

Please ask a member of the Senior Leadership Team for school guidance regarding Safer Working Practice. The Guidance for Safer Working Practices (May 2019). This publication can be found on Safer Recruitment Consortium website .

If you believe a child is in immediate danger you should phone the police. Call

