



Child Protection

Policy

Al-Falah Primary School

Reviewed 12th January 2015

Reviewed 18th January 2017

Reviewed 17th April 2018

Reviewed February 2019

Updated: September 2019

Key Safeguarding Information

Designated Safeguarding Lead	Mohammad Abu Hussain T 02089851059 Email: a.hussain@alfalhschool.org.uk
Deputy Designated Safeguarding Lead	Shah Jafar Abdullah T 02089851059 Email: dsl@alfalhschool.org.uk
Lead Governor for Safeguarding and Child Protection	M Sharif Uddin T: 02089851059 Email: info@alfalhschool.org.uk
Lead of prevent duty	M A Hussain T: 02089851059 Email: a.hussain@alfalhschool.org.uk

Key Contacts

Police	Hackney Downs
	T: 0208 721 2940 Email: HackneyDowns.SNT@met.police.uk 0208 721 2328 07825 099319 For emergency call 999
Local Authority Children's Social Care	Hackney Service Centre, 1 Hillman Street, E8 1DY
	T: 020 8356
Local Authority Designated Officer (LADO)	Liezel Le Roux T: 02083565929 E: liezel.leroux@hackney.gov.uk
Channel/Prevent Lead	Tracey Thomas, Hackney Prevent Co-ordinator. T:0208 356 8104, Email prevent@hackney.gov.uk
Safeguarding partners website	http://www.chscb.org.uk/

Safeguarding Duty Service	0208356 8082 to leave a message	
Children missing education (Hackney)	T: 02088207060	
	Email: Billy.Baker@learningtrust.co.uk	
NSPCC	T: 0207 825 2500, 0808 800 5000, 0800 028 0285 (STAFF)	Email: help@nspcc.org.uk

Key Documentation (including hyperlinks)
Keeping Children Safe in Education (DfE 2019)
Working Together To Safeguard Children (DfE 2018)
What To Do If You're Worried A Child Is Being Abused (DfE 2015)
Child Sexual Exploitation: Definition and Guide for Practitioners
Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People
Sexual violence and sexual harassment in schools (DfE 2018)
Disqualification Under the Childcare Act 2006
Prevent Duty Guidance for England and Wales
DBS Identification Checking Guidelines
The Use of Social Media for Online Radicalisation (Home Office, 2015)
Promoting Fundamental British Values Through SMSC
Regulated Activity in Relation to Children (DfE 2016)
Teacher Status Checks - Employer Access Online
Guidance for the Employment Of Overseas Applicants
Guidance for the Employment of Overseas Trained Teachers Inspecting safeguarding in early years, education and skills settings
Guidance for Safer Working Practice

Useful sites:

Channel general awareness online training module	Home Office FGM e-learning
UK Safer Internet Centre	ThinkuKnow
Educate Against Hate	DisrespectNobody
Home Office PREVENT e-learning	

Child Protection Policy

The Child protection policy devised and approved by the Al-Falah School management committee and outlines the following bellow code of practices, which will safeguard the welfare of children and young people within our activities, projects and general care. The main principle of this policy is to act as a set of guidelines for our staff and volunteers who have substantial contact with children and young people.

Responsibility/Duty of Care:

We have a duty of care towards all children and young people coming onto our School. Parents and carers have a right to expect that staff and volunteers who run activities for children and young people will not abuse their positions of trust and cause physical, sexual or emotional harm to those in their care. Child protection officer is overall responsible to implicate and use the policy as it is follows.

Keeping children safe in education statutory guidance for schools and colleges
Part 1: Information for all school and college staff FOR INFORMATION ONLY
REVISED GUIDANCE WILL COMMENCE: September 2019

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

Keeping Children Safe in Education (2019)

Keeping Children Safe in Education (2019) is statutory guidance from the Department for Education issued under Section 175, Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non Maintained Special Schools) (England) Regulations 2011. Schools and colleges

must have regard to it when carrying out their duties to safeguard and promote the welfare of children and young people.

Keeping children safe in education statutory guidance for schools and colleges Part 1: Information for all school and college staff FOR INFORMATION ONLY REVISED GUIDANCE WILL COMMENCE: September 2019

Planning for Activities and Projects:

Before any activity is planned we will make sure that people are clear on their roles and responsibilities and that the following are considered:

- If the activity is going to be carried out by children/young people
- The staff/child ratio required and availability of staff.
- If the activity is the sole activity at the time within the school
- The age groups of children involved and any special needs requirements.
- The skills and experience of staff
- The general health and safety requirements of the project e.g. space, first aid.

Staff and Volunteers:

- Staff need to be aware of any strangers who on the premises, who they are and their reasons for being on the premises. Staffs also need to know where they are in relation to the children/young people.
- Staffs need to reduce opportunities for abuse; by the way they use the premises. We will supervise the children at all times.
- We will also aim to ensure that we limit the occasions that a single adult is in the company of a lone child.
- We will ensure that no activity takes place without being supervised by at least 2 responsible trained adults for at least 25/30 children.
- Two workers will also supervise toilet breaks for 25/30 children.
- Workers will ensure that staff are not using their position to form a relationship with a child/young person and will be informed clearly that at no time should they encourage children/young people in their care to their home.

Code of behaviour:

All members of the staff and volunteers are required to follow the code of behaviours adopted by the Head teacher and make it mandatory for all staff and volunteers to follow:

- Any activities or events participating 25/30 children must attended and supervised by the two staffs and males should never enter toilets or female changing room.
- Parents /carers should be immediately informed if staff/volunteers have had to do things of a personal nature for a child such changing clothing.
- The designated person is required to keep updated and inform all others in the group of any changes regarding child protection laws or best practice.
- A worker or volunteers should not be left alone with a child or drive a child home alone.

What is child abuse?

Child abuse consists of any act or failure to act that endangers a child's physical or emotional health and development. A person caring for a child is abusive if he or she fails to nurture the child, physically injures the child, or relates sexually to the child. The four types of child abuse are common:

Physical abuse:

Beating, whipping, padding, punching, slapping, or hitting

Pushing, shoving, shaking, kicking or throwing

Pinching, biting, choking, or hair-pulling, burning with cigarettes, scalding water, or other hot objects emotional abuse, Neglect.

Signs of Physical abuse:

Bruises, black eyes and broken bones are obvious signs of physical abuse, but there are other signs of abuses include:

Injuries to parts of the body where accidents are unlikely, such as Bruising which looks like hand or finger marks, cigarettes burns, human bites, scalds and burns, anti social behaviour, problems in school etc.

Becoming sad, withdrawal or depressed, having trouble sleeping, behaving aggressively or being disruptive, showing fear of certain adults, showing lack of confidence and low self esteem, using drug or alcohol

Emotional abuse:

Emotional abuse is any attitude, behaviour or failure to act on the part of the care givers that interact with a child's mental health or social development such as: Ignoring, withdrawal of attention, or rejection, lack of physical affection, praise or positive reinforcement.

Yelling, screaming, threatening, frightening, belittling, humiliating, shaming habitual scapegoat, blaming, or negative comparison to others.

Using extreme or bizarre forms of punishment and terrorizing a child.

Including parental child abduction.

Sign of emotional abuse:

Apathy, depression, hostility, lack of concentration, eating disorder etc.

Sexual abuse

Sexual abuses are such as:

Fondling, touching, kissing a child gentiles, penetration, intercourse, incest, rape, oral sex, sodomy, sexual exploitation, enticing children to pornographic sites or material on the internet, child prostitution or using a child in the production of pornographic materials etc.

Regardless of child's behaviour or reactions, it is the responsibility of the adult not to engage in sexual acts with children. Sexual abuse is never the children faults.

Sign of sexual abuse:

Inappropriate in or knowledge of sexual acts, seductiveness, drastic changes in appetite, excessive aggression, fear of particular person or family member, withdrawal, secretiveness or depression, suicidal behaviour, eating disorder etc.

Neglect:

Neglect is a failure to provide for the child's basic physical, emotional and educational needs such as:

Inadequate provision of food, housing, clothing, lack of supervision, expulsion from the house, denying medical care, inadequate hygiene,

Signs of neglect:

Unsuitable clothing for weather, being dirty or un-bathed, extreme hunger, apparent lack of supervision etc.

How to deal with discovery or disclosure of abuse:

- If you are concerned about a pupil's welfare, it must be reported to DSL or deputy. The DSL will keep a written record.

Guidance on how to respond to disclosures of abuse:

Do:

Do treat any allegations extremely seriously and act all times towards the child as if you believe what they are saying.

Do tell the child they are right to tell you

Do reassure them they are not to blame

Do be honest about your own position, who you have to tell and why.

Do write down everything said and what was done.

- The person responsible to deal with possible discovery of child abuse should not promise the child that he/she will keep the information secret but that he/she will inform someone who will be able to help him/her in this matter.
- Don't interrogate the child - it is not your job to carry out an interrogation- this will be up to the police and social services who has experiences in this
- Don't say anything that makes the child feel responsible for the abuse.
- The person responsible to deal with possible discovery of child abuse should not promise the child that he/she will keep the information secret but that he/she will inform someone who will be able to help him/her in this matter.

Reporting Procedures:

Any complaints about the suspected or actual child abuse or being children being put at risk must be taken seriously and acted upon immediately. If somebody believes that a child may be suffering, or may be at risk of suffering significant harm from physical, emotional, sexual abuse or neglect must report to the DSL who subsequently will report to the local social services.

Confidentiality:

All information either in forms, reports, and minutes of the meeting related to any incidents with regards to child abuse will be kept confidential and stored securely or that information will be disclosed on a need to know basis.

Don't Delay:

An accurate account should be made of:

- Date and time of what has occurred and the time the disclosure was made

- What has said or done by whom
- Any further action, e.g. suspension of a worker or volunteer
- Where relevant, reasons why there is no referral to a statutory agency
- Names of person reporting and to whom reported

Whistle Blowing Procedures:

Allegations of abuse against members of staff or volunteers should be fully recorded and reported appropriately.

Reporting arrangements are:

- All such allegations should be reported immediately to the DSL and the chair person of our governing body Intiyaja Hajat. Where the allegation relates to the chairperson/manager of the group, then this should be reported immediately to the local authority/ appropriate body.
- The DSL should record all concerns using the logging format in a chronological order which is dated accurately as part of a robust system.
- The Head teacher should establish the practical details about the time, dates(s) and location of the alleged abuse and the names of potential witnesses. On no account should the Head teacher and DSL seek to interview either a child or children, or the person(s) against whom the allegation has been made. A written record must be kept and this should be signed and dated by the Head teacher and DSL.
- These enquiries about the practical details relating to the allegation should not constitute an investigation and should not in any way try to establish guilt or innocence.
- All allegations must be reported to the Child Protection Advice Line. The Duty Attendance and Welfare Advisor (AWA) will complete a Record of Concern form (Social Care). The referrer will be asked for information about the child including her/his full name, date of birth, address, telephone number, parents/carers' names, GP, ethnic background and language spoken at home etc. The Duty AWA will also need a brief description of the allegation.

Protection of workers:

- Although these guidelines are for the protection of children and young people, they are also there to protect the workers.
- An anxiety shared at an early stage can prevent trouble. E.g. A worker may be the object of provocative behaviour from a young person of the opposite sex. This must be reported to the line manager/person in charge.
- If a worker is accused by a child or young person of any abuse or sexual advance, the worker must always know that the Al-Falah School supports their right to fair and just treatment.

Premises, play area, transport:

No child will be left unattended, unauthorized person will be barred; and staffs and volunteers will be extra vigilant for the safety and security of the children.

Appointing Staff:

Discloser Baring Service

When recruiting new staff a criminal record check must be requested for all workers and volunteers who will be working with children and young people. This will be done via an agency that is registered to undertake these checks.

Disclosure:

In addition to the standard disclosure anyone having substantial contact with children and young people will require an enhanced disclosure. This contains details of all convictions on the Police National Computer (PNC). It includes spent convictions (i.e. convictions which happened some time ago and normally no longer need to be revealed as specified in the Rehabilitation of Offenders Act 1974). It also contains details of any cautions, reprimands or warnings. Where appropriate, information contained on the government department lists held by Departments of Health and Education will be included. The process from application to disclosure should take a maximum of six weeks.

Procedure:

- The requirement for an enhanced disclosure from a successful candidate will be included in candidates' application packs and on the application form.
- All applicants called for interview should be encouraged to provide details of their criminal record at an early stage in the application process.
- When a job offer is made the letter must state that this is subject to the receipt of satisfactory references. The candidate must be asked to complete and sign an application for the relevant disclosure. Once processed a copy of the disclosure will be sent to the applicant. Depending on the content of this disclosure, either the candidate's application can be accepted (s) he can be called in for further discussion or the application can be declined with a brief explanation of the reasons.
- Each case should be considered on its merits taking into account the nature of the position and the circumstances and background of the applicant's offences. Where a manager is unsure of the appropriate approach guidance and professional advice should be taken where appropriate.

Subsequent checks:

Once in post, follow up checks will be made every three years to ensure that an offence has not been committed during the period of employment.

Code of Practice:

There is a code of practice governing disclosures, which is to ensure that the process works fairly and that sensitive personal information is handled appropriately.

The DBS Code of Practice should be made available to all job applicants where a Disclosure will be requested.

As a group using the (DBS) Disclosure service via a local agency to help assess the suitability of applicants for positions of trust, the group complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the Data Protection Act and other relevant legislation pertaining

with the safe handling, use, storage, retention and disposal of Disclosure information.

Disclosure information will never be kept on an applicant's personnel file and will be always kept separately and securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling:

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We recognise that it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage:

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention:

Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is absolutely necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six-months, we will consult the DBS about this and will give full consideration to the Data Protection and Human Rights individual subject before doing so.

Disposal:

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately suitably destroyed by secure means.

References:

Two written references will always be sought. If at all possible, one should be from a previous employer and relate to the applicant's record of and suitability for working with children and young people. The other should be a character reference from someone, other than just a friend, who is able to comment with some insight. It is important to telephone referees as well as getting written responses. Sometimes people will say on the phone what they are unwilling to put in writing.

Training:

It is important all workers and volunteers have access to and attend training on this area of work. It is the responsibility of senior workers and line managers to ensure guidelines are understood and training needs are met. All staffs or volunteers must undertake child protection training and will be recommended to attend child protection training provided by London Borough Hackney or other reputed organizations. C P O required appropriate training and certificate about Safeguarding and Child Protection.

Safe Environment:

We ensure that a safe and suitable environment is provided for all users of our service and participants in activities and projects. We have an adequate health and safety policy and procedure carryout for all away day/trips. We have confirmed that (where appropriate) project premises, play equipments, play areas; transport arrangement and vehicles are safe and suitable in our organisation. First aids box should be available and in place and reachable easily by any members of staff and volunteers.

- Any visitor have to report to the reception
- Staff and volunteers working for the Al-falah School should ask visitors their reasons for being in the premises.

- Staff and volunteer should challenge any one who is unknown to entering the premises.
- Staff should seek permission of parents before other adult remove any child from the premises.
- An accurate register of attendance for all activities should be maintained.

Review policy:

The policy will review by 15 January every two year starting from 2013 and at an earlier interval when necessary. The Management and staff will review the procedure in line with local authority's child protection policy.

The child protection officer will arrange a workshop/meeting and all the staff have to participate in discussion about the policy in order to be familiar with the policy. The policy will be kept in the office confidentially.

Referral procedures:

The Designated Child Protection Officer should contact the Child Protection Advice Line operated by Learning Trust Hackney Attendance and Welfare Service and speak to the Duty Attendance and Social care on 020 83356 4569.

Professionally qualified social workers from the Attendance and Welfare Service work on the Child Protection Advice Line on a rota basis. The Duty Attendance and Welfare Advisor will be able to discuss the concern, assist in deciding whether a formal child protection referral is appropriate, to facilitate the reporting of a formal child protection referral in accordance with Learning Trust Hackney Local Safeguarding Children Board Procedures and to offer advice.

The Child Protection Advice Line operates between 9.00am and 5.00pm except at weekends and on public holidays. If the concern arises outside of the hours operated by the Advice Line and it is believed the child may be at immediate risk then the Social Care Emergency after Hours Duty Team or the Police should be contacted without delay.

If you are unable to get through to the Attendance and Welfare Service Child

Protection Advice Line because the telephone lines are down, referrals should be made direct to the Duty Social Worker in Children's Social Care (Social Services) in the area in which the child lives.

The contact telephone numbers are:

Advice & Assessment	020-8820 7551
NSPCC	020 7825 2500
Social Care	020-8356 5114/8982
Social Care Emergency After Hours Duty Team (5.00pm onwards)	020-8356 2346
Police Child Abuse Investigation Team	020-8217 4941(or use 999 if not available)
Children missing school Hackney learning trust	Billy Baker: 0208 820 7406/ 0208 820 7060 E-mail: Billy.Baker@learningtrust .co.uk

Photography and Images

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

To protect pupils we will:

- Seek their consent for photographs to be taken or published (for e.g. on our website or in newspapers or publications);
- Seek parental consent;
- Use only the pupil's first name with an image;
- Ensure pupils are appropriately dressed;
- Only use school equipment to make images of children (no personal devices are permitted for this purpose);
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.

Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the [Safeguarding Children Practice Guidance: Children Missing from School from the London Child Protection Procedures](#) for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We will refer all cases of concern to the Education Attendance Service (EAS) and Children's Social Care.

Where parents inform our school that they wish to 'home educate' their child, our school will inform the Education Attendance Service (EAS), who will implement the 'Elective Home Education' procedure. Hackney Learning Trust (HLT) is responsible for the delivery of CME (Children Missing from Education) duties defined by the Education Act Amendments.

Children who harm others

Our school recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant. Children who harm others should be held responsible for their harmful behaviour and the school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community.

Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. This school recognises that children who harm others are likely to have

considerable needs themselves and may have experienced or be experiencing significant harm themselves.

Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to Children's Social Care of the victim(s) and perpetrator(s).

Such children and young people are likely to be children in need, and some will, in addition, be suffering, or at risk of suffering, significant harm, and may themselves be in need of protection. Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

The London Borough of Hackney have produced [guidance regarding Multi-agency Planning \(MAP\) Meetings for children and young people who present a risk of demonstrating harmful sexual behaviour](#).

Our school will be mindful of the sections in the [London Child Protection Procedures concerning 'Harming Others'](#) and work closely with social care, the police and other agencies following a referral.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

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

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent

behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator.

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g. a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator. Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse. If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual abuse.

If, as a school, we are concerned a child is being sexually exploited we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCB](#). This further [Governmental guidance](#) can be useful when considering cases of CSE.

Peer on Peer Abuse

[Peer-on-peer abuse](#) is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

Child Criminal Exploitation

As set out in the [Serious Violence Strategy](#), published by the Home Office, criminal exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

County Lines

As set out in the [Serious Violence Strategy](#), published by the Home Office, County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Schools and colleges should consider the following:

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Schools and colleges should be aware of the importance of:
 - making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
 - not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
 - challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them. • Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times¹⁰³ more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children.

When, we as a school, consider issues of sexual violence and harassment between children we will consult the [governmental guidance](#) and seek support from our children's social care partners.

Contextual Safeguarding

[Contextual Safeguarding](#) is an approach to understanding, and responding to, young people's experiences of significant harm and risk beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Therefore children's social care practitioners and school staff need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

If, as a school, we are concerned a child is being exploited in an extra-familial context, as previously outlined, we will follow the procedures set out in this document and consult or refer to children's social care.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges, with [research stating](#) that SEND children can be up to four times more likely to be abused due to additional vulnerabilities. As a school we will ensure a culture of vigilance that reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

If, we as a school, are concerned we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCB](#).

Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a mandatory duty upon that individual to report it to the [police](#).

FGM Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining 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 applies.

Preventing Radicalisation and Extremism

We as a school will fulfil our responsibilities under the [Prevent Duty](#), it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. 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 harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We aim to build pupils' resilience to radicalisation by [promoting fundamental British values](#) and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We will be mindful of the risk of children being exposed to extremist materials via the internet.

If, as a school, are concerned we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCB](#).

Further information on so-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a Draft for consultation 67 wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and/or other activities, we will check that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location and activity to be undertaken in accordance with the school's Risk Assessment protocol.

Al-Falah Primary School Safety & Welfare Guidelines for Ec Members, Staff

□ Volunteers Working with Al-Falah Primary School.

- Management has the responsibility to be aware of the emotional state of staff and its volunteers.
- Management must always know the person, to whom each staff/ volunteer is accountable.
- This policy will be reviewed every two years time from March 2013 and whenever it's a necessary. This document will be available at the office.

The overall responsibility lies on to:

Mohammad Abu Hussain

Designated Safeguarding Lead

Al-Falah Primary School

48 Kenninghall Road

London E5 8BY

0208 8985 1059

I confirm that I have read the guidelines on this subject.

I understand the contents and I agree to follow these procedures when I am serving as a School Governor member or working or volunteering for Al-Falah Primary School.

We the undersigned confirm on behalf the Al-Falah School education project that we are responsible for co-coordinating child protection policy and monitoring its implementation:

This document amended in line with Keeping Children Safe in Education (2016) and is approved by the DSL and the Chair of the Governing Body

Agreed by Governors: 18th January 2017

And Reviewed 17th April 2018

And updated on Sep- 2019

Incident record form

Organisation Name:

Al-Falah Primary School

Your Name:

Your Position:

Child's Name

Child's address

Parents/carers Name & Address

Child's date of Birth

Date and time of any incident

Your observations	
Exactly what the child said and what you said	
Action taken so far	
External Agencies contacted date and time:	
Police: If yes which Yes/No	Name and contact Number Date of Advice Received
Social services Yes/No	If yes which Name and contact Number Date of Advice Received
Sport's Governing Body Yes/NO	Name and contact Number Date of Advice Received
Local Authority Yes/NO	If yes which

	Name and contact Number Date of Advice Received
Other e.g. NSPCC	which Name and contact Number Date of Advice Received
Signatures Print name	
Date:	

Signed: ChairDate.....

Name:

Signed: H.TDate.....

Name