Child Protection & Safeguarding Policy and Procedures

CONTENTS

The policy should be read and complied with in conjunction with the following and other referenced documents. The policy reflects current legislation, accepted best practice and complies with the government guidance. They should be read and complied with in conjunction with the referenced documents and the Leicester Local Safeguarding Children Partnership (LSCPB) procedures.

- Staff Code of Conduct
- 'Keeping Children Safe in Education (KCSIE)' DfE 2020
- 'Counter Terrorism and Security Act'
- 'Working Together to Safeguard Children' DfE 2018
- 'Information Sharing', HMG 2018
- 'Teacher Standards', DfE 2012
- Other related school policies

Governor Lead: Mr Hussein Suleman, Chair of Governors

Headteacher: Mrs T. Jakhura

Senior Designated Safeguarding Leader: Mrs T Jakhura

Designated Teacher for Looked After Children: Mrs R. Razaq

Deputy Designated Safeguarding Leaders: (As of November 2021 Maariyah Abubaker & Fatima Essat)

Local Authority Designated Officer: Jude Atkinson | 0116 454 2440

Leicester Safeguarding Children Board procedures: http://llrscb.proceduresonline.com/index.htm

Children's Social Care Services DAS 24 hours: 0116 454 1004 | das.team@leicester.gcsx.gov.uk

Prevent (Advice / Referral) City: Ailsa Coull – Ailsa.coull@leicester.gov.uk 01164 546923/07519 069833

In addition to the policies above, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below: Schools and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of their pupils under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 and Children and Families Act 2014 by:

- Creating and maintaining a safe learning environment for children and young people; and,
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition, schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers.

1. Introduction

1.1 Leicester Islamic Academy fully recognises the contribution it can make to protect children and support pupils in school. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. 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**. (KCSIE 2020) The aim of this policy is to safeguard and promote our pupil's welfare, safety and health by fostering an honest, open, caring and supportive climate and our staff members working with pupils to maintain an attitude of '**it could happen here'** where safeguarding is concerned. This policy sets out how the school and the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

Safeguarding is defined as:

- Protecting children from 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; and
- Taking action to enable all children to have the best life chances

1.2 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 Leicester Islamic Academy is committed to safeguarding and promoting the welfare of all its students and. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- This means our staff consider, at all times, what is in the best interest of the children/ young people
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- The staff within our school are prepared to identify children and young people who may benefit from Early Help intervention https://www.leicester.gov.uk/health-and-social-care/support-for-children-and-young-people/early-help/
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse

Ultimately, effective **child protection and safeguarding** of children can only be achieved by putting children at the centre **of a wider safeguarding system** with every individual and agency playing their full part, working together to meet the needs of all and particularly our most vulnerable children

in line with: Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2020.

1.3   Leicester Islamic Academy will fulfil local and national responsibilities and accepted best practice as laid out in the following documents:

- Working Together to Safeguard Children (DfE December 2020)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2021)
- The School Staffing (England) Regulations 2009 & Amended Regulations 2015; Safer Recruitment in Education including
- Guidance for Safer Working Practice Rev 2019 - (Safer Recruitment consortium)
- Prevent Duty 2015
- Information sharing: Advice for Practitioners providing safeguarding services to children, young people parents and carers. (March 2015)
- 'What To Do If You Are Worried A Child Is Being Abused' March 2015
- Education and Training (Welfare of Children) Act 2021
- Leicester Local Safeguarding Children Partnership Board (LSCPB) Procedures http://llrscb.proceduresonline.com/chapters/contents.html
- The Children Act 1989 and 2004
- The Education Act 2002 s175/s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Framework for the Assessment of Children in Need and their Families 2000
- Sexual Offences Act 2003 (Position of Trust offence)
- Sexual Violence and Sexual Harassment between children in schools and colleges September 2021
- Voyeurism (Offences Act) 2019
- Childcare (Disqualification) Regulations 2009
- Counter Terrorism and Security Act 2015
- Female Genital Mutilation Act 2003 updated regulations July 2020
- Safeguarding & Child Protection education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools
- Children and Families Act 2014
- Safeguarding and Vulnerable Group Act 2006
- Sharing Nudes and Semi Nudes – UK Council for Internet Safety

1.4   The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.5   We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.6   All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2. Overall Aims

This policy will contribute to:

- Safeguarding our students and promoting their welfare by supporting the child's development in ways that will foster security, confidence, independence and resilience at the same time considering the best interest of the child
- Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- Ensure our staff identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating
- Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children including Child Missing from Education
- Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils
- Developing a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Developing effective working relationships with all other agencies involved in safeguarding children including Early Help, Social Care and intervention
- Work within the curriculum raising awareness of and promoting safeguarding, on and offline, to our children/young people including e-safety and online safety inside and outside of establishment
- Ensuring that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities

Ensuring that all adults within our school who have access to children have been checked as to their suitability (in line with safer recruitment, including verification of their identity, qualifications, DBS and other checks (according to guidance), and a central record is kept updated for audit). This includes other community users of our facilities.

3. Key Processes

Our school procedures for safeguarding children are in line with the Leicester City Local Safeguarding Children Partnership Board (LSCPB), Multi Agency Child Protection/Safeguarding Procedures; http://llrscb.proceduresonline.com/chapters/contents.html), in addition to the statutory requirements as outlined in 1.3.

4. Expectations

4.1 All Staff and Visitors will be Familiar with this Safeguarding Policy

- Staff will have access to, a copy of, and be well versed in our Child Protection and Safeguarding Policy; which will also form part of their induction and revisited annually through Whole School Safeguarding Training.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
- For those regular external visitors/providers such as cleaners and caterers; to have shown the school a copy of their H & S and Child Protection Guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSL is and what to do if they have any concerns about a child's welfare
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix 1)

- Record concerns/disclosures and give the record to the DSL; and
- Deal with a disclosure of abuse from a child in line with our school procedures; informing the DSL immediately, and provide a written account as soon as possible. This includes making the appropriate contact with children's social care (DSL).
- Record safeguarding information using school procedures whether electronic (CPOMS) or in paper form
- Safeguarding notices on display around the school site

4.2 All Parents will be Familiar with this Safeguarding Policy

Parents/Carers will have access to the Child Protection Policy as part of initial information given to perspective/existing Parents/Carers and will be available through our school`s website. Additional copies will be issued as and when required including notifying parents of changes within the document i.e. revised annual policy.

4.3 Communicating with Parents

In addition to section 4.2 above, the following statement is provided and highlighted to parents so they are aware of the school's responsibilities:
"The school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, on and off line, to develop positive and healthy relationships and how to avoid situations where they might be at risk including by being exploited.

The school has a statutory responsibility *to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances, the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by Children's Social Care or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the best interests of the child."*

5. Extended School and Before and After School Activities

Where the governing body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply.

Where services or activities are provided separately by another body, the governing body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

6. Procedures – Recognising, Responding to, Reporting and Recording Concerns

6.1 Disclosures

Any concerns must be discussed in the first instance with the DSL or Deputy DSL. Allegations against staff must be shared with the Headteacher. Allegations against the Headteacher must be directed to the Chair of Governors. Anybody can make a referral directly to the LSCPB/ LADO ideally using the MARF (Multi-Agency Referral Form) or as appropriate.

Staff working with children are advised to maintain an attitude of 'It could happen here' where safeguarding is concerned. 'It can happen to anyone, anywhere - there is undoubtedly extra

vigilance required for the additional vulnerabilities of Looked After Children and those with Special Needs/ Disabilities.

Where staff have any concerns about a child's welfare they must act on them immediately. The 'One Chance' rule. It is essential that staff take action without delay, mindful that in instances of immediate threat this may be the victims one chance.

Take notes at the time or immediately afterwards using the school statement and timeline forms; recording the date, time, place, location of harm and context of disclosure or concern; these must be the accurate and not interpretation or assumption.

Note any non-verbal behaviour and colloquial/ slang words used by pupils – do not convert them into proper terms.

For injuries in specific areas, record the location accurately – DO NOT ever take photographs.
It is vital that our actions do not mistreat the pupil further or prejudice further enquiries

If a disclosure is made, Staff should:

- listen to the pupil
- accept what the pupil says
- stay calm, the pace should be dictated by the pupil without them being pressed for detail
- use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"
- record precisely what the chid has said (verbatim) / has occurred
- acknowledge how hard it was for the pupil to tell you
- reassure the pupil that they have done the right thing, explain whom you will have to tell (DSL or as appropriate) and why; and, depending on the pupil's age, what the next stage will be.

If a disclosure is made, Staff must:

- **not** ask a pupil to remove their clothing to observe them - it is OK to observe bruises that would ordinarily be visible
- **not** ask leading questions such as "what did s/he do next?" It is our role to listen not to investigate
- **not** burden the pupil with guilt by asking questions like "why didn't you tell me before?"
- **not** use committal language i.e. I agree / disagree
- **not** make assumptions or provide missing words/ language
- **not** show shock or disgust by what is being said, as this may lead the pupil
- **not** criticise the perpetrator/s, this may cause prejudice as the pupil might have a relationship with them
- **not** make promises that you cannot keep such as "it will be all right now".
- **not promise confidentiality**

There should be a conversation with the designated safeguarding lead/deputy designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the Leicester Local Safeguarding Children Partnership Board (LSCPB) thresholds and procedures.

In the course of their work staff who discover 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.

Similarly, if a child is in immediate danger or is at risk of harm a referral should be made to children's social care via the Duty and Advice service (via the DAS line 0116 454 1004) and/or the police immediately. You will be advised if you need to complete a Multi-Agency Referral Form (MARF)

Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

All notes or forms must be passed to the DSL/ Deputy. You will be advised if you need to complete a Multi-Agency Referral Form (MARF). Concerns can also be reported 24/7, 365 days a year via our LIA School email directly to the Designated Safeguarding Leader.

In addition to the above, our School staff will refer to Appendix 2 'Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child' when dealing with a child Disclosure or an allegation of abuse.

Some indicators and guidance to safeguarding concerns that staff must be aware of can be found in Appendix 1 - Definitions and Indicators of Abuse and Appendix 5 - Indicators of vulnerability to Radicalisation.

The LSCPB thresholds should be referred to for indicators of the three local categories namely Specialist, Early Help and Universal when making referrals.

KCSIE 2021 set out a Flow Chart detailing actions for staff when they have a concern about a child (as below).
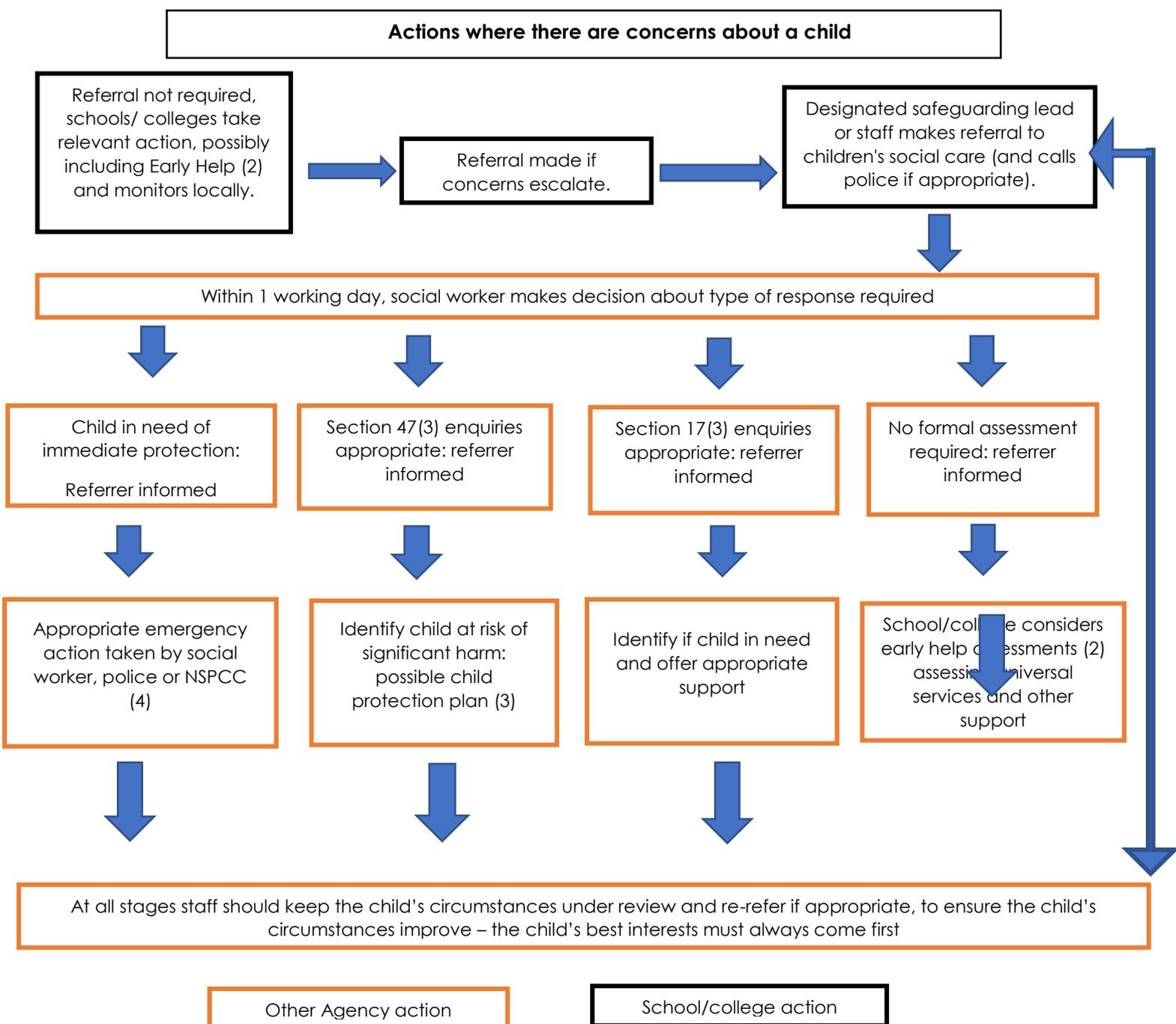
1. In cases, which also involve an allegation of abuse against a staff member, see part four KCSIE 2021 and relevant sections of this policy
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children 2019 provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children 2020
4. This could include applying for an Emergency Protection Order (EPO)

6.2 What we do when we are concerned about a child?

- In the event of any concerns about a child even if there is no evidence of a particular risk factor(s), concerns should be raised in the first instance with the child`s class teacher / DSL
- Where we are concerned about a child and the risk factors are present but there is no evidence of a particular risk, then our DSL will provide advice/ direct support on preventative work that can be done within school to engage the student into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk
- In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible)
- The DSL can decide to notify Duty and Advice, Early Help or Family Support Services so that a strategic overview can be maintained and any themes or common factors can be recognised; and the school will review the situation after taking appropriate action to address the concerns
- The DSL will also offer and seek advice about undertaking an Early Help assessment and/or making a referral to Early Help services.

7. Responsibilities

7.1   Leicester Islamic Academy will ensure that:
- The governing body understands and fulfils its safeguarding responsibilities
- We have a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead for child protection and safeguarding, who have undertaken DSL training delivered by Safeguarding in Education, Leicester City Council; of which their training will be refreshed every two years
- All members of staff are provided with opportunities **annually** to receive Safeguarding Training by the Safeguarding in Education team in order to develop their understanding of safeguarding and child protection in particular the signs and indicators of abuse
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement

- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures
- Leicester Islamic Academy is committed to safer recruitment as outlined in Keeping Children Safe In Education 2021. The school will ensure all appropriate checks are carried out for all staff and volunteers. Appropriate checks will be recorded on the Single Central Record which will be audited termly by the DSL. The school will ensure at least one person who is safer recruitment trained will be part of the recruitment process. All volunteers will undergo a risk assessment. See also the Safer Recruitment policy
- All governors/ proprietors/ trustees will undergo a DBS check and a S128 check as outlined in paragraph 173 of Keeping children safe in education 2021
- The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the Local Authority Designated Officer (LADO), and that a member of our SLT has attended LADO training (Managing allegations against staff members)
- Our procedures will be annually reviewed and up-dated and ratified by the Governing Body/ Proprietors/ Trustees
- The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. (Reception, Staff room, Website etc.)
- All adults, (including supply teachers, non-teaching staff and volunteers), new to our school will be given or directed to a copy of; our Safeguarding and Child Protection Policy, Staff Code of Conduct, the school's behaviour policy, the school's child missing protocols, the booklet 'What To Do if You're Worried A Child is Being Abused', Keeping Children Safe in Education 2021 Part 1 and Annex B, and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the school. In addition to this, all such staff and volunteers will be made aware of the 'Guidance for safer working practice for those working with children and young people in education settings, 2020 (SaferRecruitmentConsortium).
  https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

7.2   We understand that our responsibility to safeguard children requires that we all appropriately share any concerns as soon as a staff member or volunteer suspects/knows of a concern that we may have about children. The first point of contact is the DSL or other members of the Safeguarding Team (in their absence). The DSL will inform the Headteacher of any referrals to be made. If the concerns is in regards to the conduct of a staff member the report is made to the Headteacher. If the concerns is regarding the Headteacher then the Chair of Governors should be informed.

7.3   If a staff member feels they cannot disclose information to their DSL, Headteacher or Governor(s), they must then follow our school`s whistleblowing procedures to report their concerns. (Whistleblowing Policy).

7.4   All staff will be versed in our Whistleblowing procedure, understand when it is appropriate to use the procedures and will be given details of the NSPCC whistleblowing helpline.

7.5   All staff will be well versed in the school's Child Missing protocols and know and understand that any child that is regularly absent or missing can be a cause for concern and a possible indicator that the child is at risk of abuse or in need or help and support (LIA Child missing in Education procedures).

8. Roles and Responsibilities – Further

8.1 Designated Safeguarding Lead (DSL)

Keeping Children Safe in Education September 2021, Annex C, outlines specific responsibilities of the DSL (A member of the School's Leadership Team) and their responsibilities within this role. Our DSL takes lead responsibility for safeguarding and child protection and their key areas of responsibilities include:

Annex B, Role of Designated Safeguarding Lead

Manage Referrals:

- Refer cases of suspected abuse and neglect to children's social care/police
- Support staff who make referrals to local authority
- The Channel programme where there is a radicalisation concern and support staff with this
- Cases in relation to allegations against staff members to LADO including disclosure and barring
- Cases where any crime may have been committed to the Police

Work with Others:

- Act as a point of contact with the 3 safeguarding partners
- Liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaise with staff (especially pastoral support staff, IT Technicians, and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for staff

- Liase with the senior mental health lead and, where available, Mental Health Support Team, where safeguarding concerns are linked to mental health

- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college.

Undertake Training:

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

- Understand the assessment process for providing early help and intervention,
- Have a working knowledge of how local authorities conduct a child protection case conference
- Ensure each member of staff has access to and understands the school's child protection policy and procedures
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Encourage a culture of listening to children and taking account of their wishes and feelings,
- Understand and support the school or college with regards to the requirements of the Prevent duty and undertake Prevent Awareness Training
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Raise Awareness:

- Help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children who have or have had Social Worker are experiencing, with teachers and school and colleges leadership staff
- Ensure the school child protection policies are known, understood, and used appropriately
- Ensure the school child protection policy is reviewed annually and is available publicly and parents know referrals about suspected abuse or neglect may be made
- Link with the local LSCPB to make sure staff are aware of training opportunities and the latest local policies on safeguarding

Child Protection Files:

- Our DSL (s) are responsible for ensuring that our child protection files are kept up to date. The information is kept confidential and stored securely
- Our DSL(s) will ensure the file is only accessed by those who need to see it and where the file or its contents are shared, this happens in line with information sharing advice outlined government guidance KCSIE 2021
- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives

Availability:

- During term time the designated safeguarding lead (or a deputy) will always be available on school site. The school will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

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

  https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf

8.2 Roles and responsibilities of the Headteacher

The Headteacher of Leicester Islamic Academy will ensure that:

- The policies and procedures adopted by the governing body/ proprietors/ trustees are fully implemented, and followed by all staff
- The Safeguarding & Child Protection Policy and other policies are updated annually, ratified by the Governing body proprietors/ trustees annually and that relevant policies are available publicly either via the school website, parents evening, open days or by other means.
- Sufficient resources and time are allocated to enable DSL's and other staff to discharge their responsibilities; including taking part in inter-agency meetings and contributing to the assessment of children.
- That staff undergo and attend annual Whole Scholl Safeguarding Training (INSET)
- That all staff receive regular updates in relation to safeguarding, child protection and online safety
- That the Headteacher has attended Safer Recruitment Training and that training is refreshed no later than every 5 years; and that at least 1 member of the Governing body proprietors/ trustees has attended Safer Recruitment Training.
- 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. (Whole school approach and child centred practice)
- All staff consider the best interest of a child and are made aware that they have an individual responsibility for referring child protection concerns, promptly and using the proper channels.
- All staff have an understanding of Early Help and have the ability to identify children who would benefit from Early Help intervention.
- That regular external visitors/providers such as cleaners, caterers have shown the school a copy of their H & S and Child Protection guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSL is and what to do if they have any concerns about a child's welfare
- The DSL's undergo safeguarding and child protection training which is updated regularly, with advice from the LSCPB, Safeguarding in Education and in line with Keeping Children Safe in Education, September 2020, Annex B
- New members of staff, temporary or permanent including volunteers are given a full induction that includes Safeguarding and Child Protection Guidelines and names of DSL's.
- That staff undergo and attend annual Whole School Safeguarding Training (INSET)

- All staff are made aware of their right to whistleblowing, have a copy of the whistleblowing procedures, are well versed with the procedures and have been made aware of the NSPCC whistleblowing helpline.

8.3 Roles and Responsibilities of the Governing Body / Trustees

The Governors / trustees of Leicester Islamic Academy will ensure that:

- The school has a Safeguarding and Child Protection Policy and procedures in place, and the policy is made available to parents on request and available on the school website (www.lia.leicester.sch.uk)
- That all school staff members working with children consider the best interests of children and are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection – DSL.
- There is an appointed deputy(s) for child protection, in the event of the unavailability of the DSL
- The DSL and the appointed deputy(s) for child protection undertakes training for designated safeguarding leads, in addition to inter-agency child protection training, that is provided by, or to standards agreed by, LSCPB, and attends refresher DSL training at two-yearly intervals
- That clear systems and processes are in place for identifying and responding to potential mental health problems to a child including routes to escalate, referrals and accountability systems
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date through Whole School Training (annually); and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. (Through the induction process)
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (Appendix 3)
- The chair of governors/ proprietors/ trustees (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Designated Officer. (Appendix 3)
- The governing body/ proprietors/ trustees nor individual governors/ trustees will have a role in dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff
- Any deficiencies or weaknesses brought to the attention of the governing body/ proprietors/ trustees are rectified
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the governing body/ proprietors/ trustees discharges its duties regarding safeguarding and child protection.
- There is an individual member of the governing body / proprietors/ trustees who will champion and lead on issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and reports to the governing body/ proprietors/ trustees, and that person is appropriately trained to discharge their responsibilities effectively.

- Will ensure that school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education September 2019).
- Will ensure that at least 1 member of the Governing body has attended Safer Recruitment Training and that training is regularly refreshed
- That the Chair of the governing body/ proprietors/ trustees completes the annual Safeguarding in Education Check List – supporting schools to exercise their duties in relation to Safeguarding & Child Protection and return the document to the local authority in a timely manner

9. Supporting Children

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, too aggressive or being withdrawn

Our school will support all students by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum
- That child's wishes and feelings are taken into account when determining what action to take and what services to provide when dealing with safeguarding concern
- Identifying children who are in need of extra mental health support
- Promoting a caring, safe and positive environment within the school
- Ensure children are taught to recognise when they are at risk and know how to get help when they need it both, physically and online.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children including Early Help
- Notifying Children's Social Care as soon as there is a significant concern
- Ensuring that a named teacher is designated for Looked After Children/Children In Need (LAC & CIN) and that an up to date list of LAC/CIN is regularly reviewed and monitored
- Providing continuing support to a student (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head at the pupil's new school as a matter of urgency
- Working with partner agencies to support and safeguard children within; Early Help, Children in Need, Child Protection and Looked After Children
- The school will ensure that children are taught about safeguarding, including online safety this will be a part of a broad and balanced curriculum. This will include covering relevant issues through Relationships Education

10. Supporting Parents / Carers

10.1   Parents and carers play an important role in protecting their children from harm. In most cases, the school will discuss concerns about a pupil with the family and, **where appropriate**, seek their agreement to making referrals to LADO.

10.2 Where there are any doubts, the designated lead should clarify with the LADO/ LSCP whether, and if so when and by whom, the parents should be told about the referral in accordance with DFE Information Sharing 2018.

10.3 The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.

10.4 The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

10.5 The School will provide all associated policies, guidance on safeguarding and information on their responsibility via the website and as appropriate. This information will be in light of the following excerpt:

Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs. Working Together to Safeguard Children 2018

11. Confidentiality

11.1 We recognise that all matters relating to child protection are confidential and the best interest of a child should be considered at all times. However, The Data Protection Act 2018 and GDPR do not prevent, or limit, 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 promote the welfare and protect the safety of children.

11.2 The Headteacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual student/family. A written record will be made of what information has been shared, with whom, and when.

11.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

11.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child as this may ultimately not be in the best interest of the child.

11.5 We will always undertake to share our intention to refer a child to Children's Social Care with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children's Social Care, duty & Advice Service.

12 Supporting Staff and Allegations Against Staff

12.1   We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

12.2   We will support such staff by providing an opportunity to talk through their anxieties and concerns with the DSL and to seek further support where necessary. This could be provided by, for example, the Headteacher, by Occupational Health and/or a teacher/trade union representative as appropriate.

12.3   We understand that staff should have access to advice on the boundaries of appropriate behaviour. Guidance for safer working practice for those working with children and young people in education settings, Safer Recruitment Consortium, 2019 provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook/code of conduct.

https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf

12.4   We recognise that DSL's should have access to support and appropriate workshops, courses or meetings as organised or arranged through the Local Authority/LSCPB

12.5   All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

12.6   All staff should be aware of the Whole School Behaviour Policy and Staff Code of Conduct

12.7   All staff should be aware of the Guidance for Safer Working Practices for Adults who work with Children and Young People 2019 /2020

12.8   All staff as part of their annual safeguarding training will receive E-Safety Training and will sign the E-Safety Acceptable Use Agreement. This sets out responsibilities for all staff, ensuring they have an up-to-date awareness of e-safety matters and that all digital communications with students/parents/carers should be a professional level and only carried out using official school systems.

12.9   We understand that a pupil may make an allegation against a member of staff;

12.10   If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.

12.11   The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the LSCPB Procedures (http://llrscb.proceduresonline.com/chapters/p_alleg_staff.html) and the School's Managing Allegations Protocols.

12.12　12.12 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors / trustees who will consult with Children's Social Care, LADO (0116 454 2440), without notifying the Headteacher first.

12.13　In all occasions identified in 12.7 & 12.8 above, the school will follow the LSCPB/Local Authority procedures for managing allegations against staff and volunteers, a copy of which can be found in the School's Managing Allegations Protocol.

12.14　Suspension of the member of staff against whom an allegation has been made needs careful consideration, before making any decision.

12.15　In line with this policy and other school procedures for incident reporting/recording, staff and pupils may provide accounts of events which will be stored under our own secure systems and may be produced in the event of any allegation. However, such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage.

12.16　Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

12.17　Our School staff are aware of and have an understanding of our 'Guidelines for Avoiding Allegations of Abuse' as outlined in Appendix 4Process to follow when arranging a visit to school:

- Staff arranging the visit to complete a Visitor Risk Assessment Form at least one week before proposed visit where possible and pass to Headteacher
- The Headteacher/Business Manager will assess risk and decide on appropriate requirements
- A copy of the completed Visitor Risk Assessment Form outlining the requirements will be returned to member of staff making the request and to the Admin staff.
- If you wish for your visitor to have unsupervised access to the school site, they must have an Enhanced DBS and/or Barred List checking, dependent on the nature and regularity of the visit and be able to supply written confirmation that there has been no break in service since their Enhanced DBS/CRB was issued. This information will be held by the School Business Manager.
- Certain organisations have confirmed in writing that appropriate checks have been carried out on all their employees both existing and new and this information will be kept by the School Business Manager and at Main Reception as a record of organisations whose employees are allowed unsupervised access to the school site.
- All visitors should in any case bring some form of photographic identification (to show upon request)

13. Whistle-blowing

13.1　Whistle blowing is the disclosure of information which relates to suspected wrongdoing or dangers at work. A whistleblower is a person who raises a genuine concern in good faith relating to any suspected wrongdoing or dangers at work

13.2   Whistleblowing may include:

- criminal activity
- miscarriages of justice
- danger to heath and safety
- danger to the environment
- failure to comply with any legal obligation or regulatory requirement:
- bribery
- financial fraud or mismanagement
- negligence
- breach of school's policies and procedures (including code of conduct)
- conduct likely to damage our reputation
- unauthorised disclosure of confidential information
- the deliberate concealment of any of the above matters

13.3   We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

13.4   All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. They should raise their concerns in the first instance with the Head teach followed by the Chair of Governors. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the local authority Whistleblowing Policy.

13.5   Whistle-blowing regarding the Headteacher should be made to the Chair of the Governing Body or externally directly to the LADO if deemed appropriate.

13.6   All staff are aware of and understand how to use our schools whistleblowing procedures.

13.7   All staff have access to the NSPCC Whistleblowing Helpline. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. General guidance can be found at 'Advice on whistleblowing' on the Gov website and the NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally The NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route on 0800 028 0285 Mon – Fri | 8am – 8pm | email help@nspcc.org.uk

14. Preventing Abuse

14.1   Safeguarding CYP is a local and national priority and within Leicester Islamic Academy, protecting children from abuse, harm and neglect is a priority. Our Safeguarding and Child Protection Policy along with the school's values, ethos and behaviour policies, provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other. Our staff are well versed with local and national guidance and are aware of emerging safeguarding concerns that could productionally harm our children and young people;

- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum
- Our staff are aware of emerging issues and contextual safeguarding and take this into consideration when assessing children and young people's needs

- Our school works with and engages our families and communities to talk about such issues
- Our school staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our DSL knows where to seek and get advice as necessary.
- Our school brings in experts and uses specialist material to support the work we do
- Our school staff fully understand how to raise a concern using the appropriate channels

14.2   As Leicester Islamic Academy staff are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse as per Keeping Children Safe in Education 2021. These are outlined in Appendix 1.

14.3   We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

14.4   The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to. This includes considering the best interest of a child and maintaining the ethos of 'it could happen here'
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
- Include regular consultation with children e.g. through safety questionnaires, participation in antibullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, relationship education, e-safety, antibullying, HEART Assemblies, Personal Development Programme.
- Relevant safeguarding issues will be addressed through other areas of the curriculum, for example, English, History, Drama, Art, ICT and E Safety (includes online and offline safety) (Appendix 6 – Curricular issues)
- Other areas of work – i.e. through outside Speakers / Organisations, Workshops, School links
- Ensure all staff are aware of school guidance particularly the Staff Code of Conduct around their roles, responsibilities and expectations and around specific areas i.e. issues around the use of mobile technologies and their associated risks.
- All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.

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

14.5   Our Health & Safety and associated policies, set out in separate documents, reflects the importance we give to the protection of our children both physically within the school environment, and for example in relation to internet use (E- Safety), and when away from the school and when undertaking school trips and visits (Excursion and Trips Policy). Policies are based on detailed risk assessments of the site, procedures and arising issues, which are updated regularly and ratified annually by the Governing Body. Statutory policies are available on the website, other policies and risk assessments are available on request.

15. Risk Reduction

15.1   The school governors/proprietors/trustees, the Headteacher and the DSL's for Safeguarding will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

15.2   Vulnerable students i.e. SEND / Medical / Looked after children
The most common reason for children becoming looked after is as a result of abuse and/or neglect. The school are committed in the safeguarding of all pupils and protecting vulnerable pupils. We ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

15.3   The school has appointed a designated teacher to promote the educational achievement of children who are looked after and training is available for this role.

15.4   The designated teacher responsible for Vulnerable students including Looked After Children/Children In Need (LAC & CIN)/ SEND is DSL and SENDCo

15.5   The designated teacher works with the virtual school head in the local authority to ensure that that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility and also that Staff have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

15.6   The designated teacher works with the virtual school head in the local authority to ensure that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

15.7   All staff are aware that children with SEN and with disabilities are more susceptible to being bullied / victims of child abuse and can face additional safeguarding challenges. These challenges include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionally impacted by bullying - without outwardly showing any signs; and the communication barriers and difficulties in overcoming these barriers.

15.8   Physical Intervention
We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/ herself or others to injury, property/ disorder, and that at all times it must be the minimal force necessary to prevent injury to another person. However, double embrace, double basket hold and nose distraction are always unacceptable. Reasonable adjustments for SEND pupils will be made as a legal duty.

15.9   All such events will be recorded and signed by a witness including the time, place, name and how long the restraint lasted. Parents will be informed as a matter of urgency.

15.10   Staff who are likely to need to use physical intervention will be appropriately trained in Team Teach and/ or the Positive Options technique. We understand that physical intervention of a nature, which causes injury or distress to a child, may be considered under child protection or disciplinary procedures. (Staff to observe Covid-19 guidelines when coming into close contact)

15.11   Leicester Islamic Academy acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of all racist and discriminatory incidents in line with the protected characteristics of the Equality Act 2010 namely age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation. These categories are also applied to associated forms and documentation. Data is reviewed on-going and annually in detail to ensure discriminatory behaviour is both addressed immediately and prevented.

15.12   All racist and discriminatory incidents must be recorded by all staff via the Racism and discrimination folder held by the DSL.

15.13   Physical Touch - We recognise that where touch is appropriate in the context or working with children, all staff are directed to follow 'Safe Practice' guidance to ensure they are clear about their professional boundary and the Staff code of conduct.

16. Early Help and Supporting Children and their Families

16.1   Early Help and prevention is about how different agencies work together to help children, young people and their families at any point in their lives to prevent or reduce difficulties. This 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.

16.2   At Leicester Islamic Academy, key staff members and DSL's have attended our LSCP's Early Help and Early Help Assessment Training and our staff are prepared to identify any children who may benefit from Early Help. (signpost/refer accordingly).

17. Local Priorities

17.1   Within Leicester City, the Local Authority and LSCPB have their own priorities which reflect the area in which Leicester Islamic Academy is based. Some of these include being aware of Knife Crime, Gang Related Issues, Radicalisation, County Lines, Criminal Activity, Antisocial Behaviour, FGM and Contextual Safeguarding. (This is not an exhaustive list).

17.2   Within our local community area, our priorities are:

▪   Priority/Awareness of Radicalisation

- Priority/Awareness of Knife Crime
- Priority/Awareness of Criminal Activity - Drugs
- Priority/Awareness of so-called Honour Based Violence
- Priority/Awareness of FGM
- Priority/Awareness of Forced Marriage

17.3   Our SLT, DSL's and staff are aware of these priorities and we aim to raise awareness through a whole school approach and staff training to ensure our children and young people are aware of such issues and that we implement the correct policies and procedures to ensure that our children and young people are safe within school and within the community we serve. We work closely with other agencies including the Police, Community Groups and Social care and where appropriate, Parents and Carers will also be a part of this whole school and whole community approach process.

18. Safeguarding Students who are Vulnerable to Extremism

18.1   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 and settings. 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. Since 2010, when the Government published the Prevent Strategy and (Revised Prevent Duty Guidance 2015), there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

18.2   Leicester Islamic Academy values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

18.3   The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Leicester Islamic Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 5.

18.4   Leicester Islamic Academy seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to religious ideologies, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist extremist and Animal Rights movements. Protecting children from the risk of radicalisation is part of the schools' on-going 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.

18.5   As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately. Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

18.6   A discussion should be made with the DSL in the first instance and/or via making a referral via the PREVENT process to the Local Area PREVENT team who will them determine whether they will offer 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. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

18.7   Local Context: The Leicester City Area Prevent Education Officer – Ailsa Coull has provided the most recent Counter Terrorism Local Profile update (09/2019) as below:

Prevent Strategy 2011 -
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

CONTEST Strategy 2011 -
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97994/contest-summary.pdf

Revised Prevent Duty Guidance 2015

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

- Syria and Iraq are still considered High Risk – this is not just about people travelling there as we know this is not as beneficial to DAESH since losing territory- it is important to identify and consider returnees from Islamic State Territories
- Also High risk is Online extremism – the majority of referrals for Young people have some sort of online footprint
- Extreme Right Wing and The far right are of Medium risk – however, there is a growing trend and definitely not something to be overlooked
- Also Medium risk are lone actors – DEASH have changed their message when it comes to their propaganda, they know that people travelling to Islamic State Territories is not a realistic possibility anymore, and so focus is on encouraging people to commit lone attacks on home soil.
- There has been a steady growth in referrals over the last year, the majority of which still come from the education sector. 75% of which are male teenagers in the 12-16 age category- however, female referrals are growing.

- The main threat is still from DAESH and Extreme Right Wing/Far Right ideologies – other referral themes include 'other' which may concern school shooting type issues and 'No CT ideology', this may be where there are challenging views and narratives about certain sectors of society and still some risk, but no ideology as such.
- Primary radicalising Influences are in the online space and also within families
- Generation Identity (XRW group) are still a concern locally and have a local footprint. They seek to recruit 'young, educated' people
- Although focus has been on DAESH in relation to Islamist Extremism, Al-Qaeda related ideologies and narratives should not be discounted…They have not gone away!

18.8   When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance

18.9   Our staff have undergone Prevent Awareness Training and understand the steps to follow, via discussions with the DSL, if a referral to the Channel Programme is required

19. Contextual Safeguarding and Extra Familial Abuse (Child Criminal Exploitation)

CSE is a form of abuse and occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity. Safeguarding incidents can be associated with factors outside the school or college and or can occur between children outside the school or college. Leicester Islamic Academy including our DSL's endeavour to consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means Leicester Islamic Academy staff will take into consideration wider environmental factors that may be present in a child's life that are a threat to their safety and or welfare. This way, school are able to provide as much information as possible as part of the referral process to Children's Social Care as necessary. (KCSIE 2021).

Environmental factors within Contextual Safeguarding include but not exclusive

20. County Lines

20.1   Criminal exploitation of children is a widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. County Lines is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs.

20.2   Common feature in county lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children and adults - often with mental health or addiction problems - to act as drug runners or move cash so they can stay under the radar of law enforcement.

20.3   People exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances will be trafficked to areas a long way from home as part of the network's drug dealing business.

21. Serious Violence, Gang Violence & Youth Crime

21.1   A gang is group of individuals that spends time in public and engages in criminal activity and violence. The group may also be territorial or in conflict with other gangs. Young people involved in gangs have an increased risk of experiencing violence and other types of abuse

including sexual exploitation. Gang crime and serious youth violence is also often synonymous with knife crime and other serious violence.

21.2   21.2 The vast majority of young people and education establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact.

21.3   Gangs specifically target children who have been excluded from school to groom them as drug dealers in towns across the UK. Exclusion from school appears to be a highly significant trigger point for the escalation of County Lines involvement for children who might be on the fringes of such activity or who are easily manipulated.

22. Knife Crime

Knife crime has been receiving countrywide attention after being recognised as a contemporary national treat in the UK. There have been a number of high-profile incidents where teenagers have been killed or injured by someone using a knife as a weapon. Knife crime simply put is any crime that involves a knife. This includes:

- carrying a knife or trying to buy one if you're under 18
- threatening someone with a knife
- carrying a knife that is banned
- a murder where the victim was stabbed with a knife
- a robbery or burglary where the thieves carried a knife as a weapon
- Within Leicester, May 2019 saw 237 reported incidents involving a knife or bladed instrument which was an increase of 30 from the previous month

23. Child Criminal Exploitation and Cybercrime Involvement

Organised criminal groups or individuals exploit children and young people due to their computer skills and ability, in order to access networks/data for criminal and financial gain. There are a number of signs that may indicate a pupil is a victim or is vulnerable to being exploited which include;

- Missing from education
- Show signs of other types of abuse/aggression towards others
- Have low self-esteem, and feelings of isolation, street or fear
- Lack trust in adults and appear fearful of authorities
- Have poor concentration or excessively tired
- Become anti-social
- Display symptoms of substance dependence
- Excessive time online computer/gaming forums
- Social Isolation in school with peers
- High-functioning with an interest in computing

24. Child Criminal Exploitation and Child Sexual Exploitation (CSE)

County Lines criminal exploitation is also synonymous with Child Sexual Exploitation. Criminal activity and Gang Association can lead into CSE through situations such as initiation, peer pressure in addition to sexual favours. Although county lines is mainly criminal, all our staff are aware of the definitions of CSE, signs and impact on vulnerable children.

25. Modern Slavery and Trafficking

25.1   Slavery is an umbrella term for activities involved when one person obtains or holds another person in compelled service. The number of British children identified as potential victims of modern slavery has more than doubled in a year, prompting fresh concerns about child exploitation by county lines drugs gangs.

Someone is in slavery if they are:

- forced to work through mental or physical threat
- owned or controlled by an 'employer', usually through mental or physical abuse or the threat of abuse
- dehumanised, treated as a commodity or bought and sold as 'property'
- physically constrained or have restrictions placed on his/her freedom
- 'slavery' is where ownership is exercised over a person
- 'servitude' involves the obligation to provide services imposed by coercion
- 'forced or compulsory labour' involves work or service extracted from any person under the menace of a penalty and for which the person has not offered himself voluntarily
- 'human trafficking' concerns arranging or facilitating the travel of another with a view to exploiting them.

25.2   Human trafficking - Recruitment, transportation, transfer, harbouring or receipt of persons by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person; (where a child is involved, the above means are irrelevant). For the purposes of exploitation, which includes (but is not exhaustive):

- Prostitution
- Other sexual exploitation
- Forced labour
- Slavery (or similar)
- Servitude etc.
- Removal of organs

26. Child on Child Sexual Violence and Sexual Harassment (Peer on Peer Abuse)

KCSIE 2021 is explicit in their definition of Peer on Peer abuse and its forms. However, within the context of contextual safeguarding, peer on peer abuse and peer influence has a massive impact on the child and young person (CYP). If CYP are exposed to other CYP who are known for being exploited, they are more likely to experience peer on peer abuse and be 'influenced', 'swayed' to participate in illegal activity, criminal activity and sexual activity

27. Children and the Court System

27.1   Children are sometime 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.

https://www.gov.uk/government/publications/youngwitness-booklet-for-12-to-17-year-olds
https://www.gov.uk/government/publications/youngwitness-booklet-for-5-to-11-year-old s

27.2   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. This may be useful for some parents and carers. If a child or young person from our school is in a situation where they are required to give evidence, school staff members will support the child and family members where appropriate.

28. Children with Family Members in Prison

28.1   The imprisonment of a household member is one of ten adverse childhood experiences known to have a significant negative impact on children's long-term health and wellbeing, their school attainment, and later life experiences. Children may have to take on extra responsibilities at home, including becoming young carers in some situations.

28.2   These children are at risk of poor outcomes including stigma, isolation and poor mental health. Parental imprisonment is also associated specifically with negative school experiences, such as truanting, bullying and failure to achieve in education and children of prisoners are at a higher risk of mental ill health and have an increased likelihood of experiencing poverty compared to their peers.

28.3   Approximately 200,000 children have a parent sent to prison each year and as such, Leicester Islamic Academy Staff members will support children and their family members if children from our school have family members in prison. In such cases, Leicester Islamic Academy will remain non- judgemental and supportive towards the child and family so that they can achieve the best whilst in our environment. Furthermore, as if a parent of carer finds themselves in this situation, we encourage you to speak with our DSL so that support can be given as necessary.

29. Homelessness

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

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

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

29.4   Furthermore, Leicester Islamic Academy staff also promote Early Help and Support (Section 16) so that children and families can be identified and supported at an early stage. If a

parent or carer and/or their children find themselves in this situation, we strongly urge you to speak to our DSL or member of school staff so that support can be provided.

30. Child Sexual Exploitation & Trafficking

30.1   Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. It can involve violent, humiliating and degrading sexual assaults

30.2   Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

30.3   Leicester Islamic Academy staff are aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Our staff are also aware that it is an offence carrying a maximum sentence of two years imprisonment where an adult (any adult) intentionally communicates (for example, by e-mail, text message, written note or orally) with a child under 16 (whom the adult does not reasonably believe to be aged 16 or over) for the purpose of obtaining sexual gratification. This act forms part of Section 67 of the Serious Crime Act 2015 (offence of Sexual Communication with a Child) and came into force on 3 April 2017.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circularcommencement-s67-serious-crime-act-2015.pdf

30.4   In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Therefore, our staff are vigilant for the less obvious signs, such as lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups, and the use of language appropriate/inappropriate for the child's age.

30.5   Our school staff are also aware of some of the signs and symptoms of CSE through LSCPB Leaflets, staff induction and as part of annual Whole School Safeguarding Training which in addition to the CSE & Trafficking Course delivered though Children's Workforce Matters that the DSL has attended.

30.6   The following list of indicators is not exhaustive or definitive but it does highlight common signs, which can assist professionals in identifying children, or young people who may be victims 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 do not take part in education.

Underage Sexual Activity

- ▪ Inappropriate sexual or sexualised behaviour
- ▪ Sexually risky behaviour, 'swapping' sex
- ▪ Repeat sexually transmitted infections
- ▪ In girls, repeat pregnancy, abortions, miscarriage
- ▪ Receiving unexplained gifts or gifts from unknown sources
- ▪ Having multiple mobile phones and worrying about losing contact via mobile
- ▪ Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- ▪ Changes in the way they dress
- ▪ Going to hotels or other unusual locations to meet friends
- ▪ Seen at known places of concern
- ▪ Moving around the country, appearing in new towns or cities, not knowing where they are
- ▪ Getting in/out of different cars driven by unknown adults
- ▪ Contact with known perpetrators
- ▪ Involved in abusive relationships, intimidated and fearful of certain people or situations
- ▪ Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- ▪ Associating with other young people involved in sexual exploitation
- ▪ Recruiting other young people to exploitative situations
- ▪ Truancy, exclusion, disengagement with school, opting out of education altogether
- ▪ Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- ▪ Mood swings, volatile behaviour, emotional distress
- ▪ Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- ▪ Getting involved in crime
- ▪ Police involvement, police records
- ▪ Involved in gangs, gang fights, gang membership
- ▪ Injuries from physical assault, physical restraint, sexual assault

  https://www.gov.uk/government/publications/circular-201701-sexual-communication-with-a-child-implementation-of-s67-of-the-serious-crime-act-2015

  http://www.lcitylscb.org/information-for-practitioners/safeguarding-topics/child-sexual-exploitation/

  http://www.childrensworkforcematters.org.uk

30.7   Our school staff follow guidance and procedures as outlined in 'Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland available on the LSCPB website.

30.8   Our school staff are aware that if a disclosure is raised in reaction to CSE, that it will be reported straight to the DSL/SLT or Duty & Advice in their absence.

30.9   Child sexual exploitation can occur in different ways and in different situations. Many young people are 'groomed' by their abuser, online or face-to-face.

31. Grooming can also form part of CSE both online and offline

31.1   Grooming is an action deliberately undertaken with the aim of befriending and establishing an emotional connection with a child, to lower the child's inhibitions with the intention to sexually abuse them or to involve them in other potentially criminal exploits.

31.2   Groomers will hide their true intentions and may spend a long time gaining a child's trust though a range of mediums including social media platforms. Section 67 of the Serious Crime Act 2015 (offence of Sexual Communication with a Child) which came into force on 3 April 2017 also applies to Sexting and Grooming and our staff are fully aware of the legislation.

31.3   Grooming Models include;
- The relationship/ peer model
- Organised/ network model & trafficking model
- Inappropriate relationship model
- Gangs model
- Online Gaming/ Social Networks

31.4   Our staff are aware of the types of grooming which take place, including grooming models through their annual safeguarding training and information from our DSL.

32. Sexting can also form part of CSE both Online and Offline

32.1   Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. This can be via Peer on Peer or other adults. As recently as June 2017, figures show there have been more than 4,000 cases since 2013 where children have taken explicit pictures of themselves and sent them to others, the youngest being 5 years old and research from Child Line suggest six out of ten teenagers say they have been asked for sexual images or videos. It is illegal to possess, take or distribute sexual images of someone who is under 18, even if the young person under the age of 18 has taken the image themselves and passed it on themselves.

http://llrscb.proceduresonline.com/pdfs/cse_guidance.pdf#search="CSE"
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf

32.2   32.2 Leicester Islamic Academy takes a zero-tolerance approach if children are found to be sending sexual images of themselves or others whether intentionally or maliciously in our school. Leicester Islamic Academy has a duty of care to inform the Police and Children`s Social Care if such a case occurs. We will also notify parents directly if their children are involved. In addition to supporting our children with being safe in a digital world and highlighting the dangers, our staff have also been issued with the government guidance on sexting 'Sexting in Schools and Colleges' 2016.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG _NCA_Sexting_in_Schools_WEB__1_.PDF

32.3   Leicester Islamic Academy staff follow school procedures in reporting such concerns and promote E Safety and dangers of Sexting, Grooming and CSE through lessons, PSHE and assemblies. Our pupils are taught how to keep safe on and off-line and E Safety is promoted throughout the school and home environment. Our school have also discussed local and

national cases where grooming of young children has taken place such as the Kayleigh Haywood Story to highlight the dangers.

32.4   Our E safety policy is highlighted to staff, pupils and parents and is available on our school's website including our acceptable usage policy.

33. Sexual violence, Sexual harassment between children including Peer on Peer Abuse/Children using Abusive Behaviour16 (CUSAB)/ Up skirting

33.1   All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:
  - bullying (including cyberbullying);
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence and sexual harassment;
  - sexting (also known as youth produced sexual imagery); and
  - Up skirting
  - initiation/hazing type violence and rituals

33.2   Sexual violence and sexual harassment can occur between two children of any age and sex. It 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.

33.3   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. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ children are at greater risk.

33.4   Leicester Islamic Academy takes Peer on Peer abuse seriously and we understand that some children are more vulnerable to physical, sexual and emotional bullying and abuse by their peers. In our school, this kind of abuse will always be taken as seriously as abuse perpetrated by an adult and as seriously as a child who is suffering or likely to suffer significant harm.

SCPB CUSAB Procedures -
http://llrscb.proceduresonline.com/chapters/p_abuse_child_yp.html#_refer

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

33.5   Our staff understand that a significant proportion of sexual related offences are committed by teenagers and, on occasion, such offences are committed by younger children. Our staff therefore understand not to dismiss some abusive sexual behaviour as 'normal' between young people and not to create high thresholds in such cases before appropriate action is taken.

33.6   Staff and carers of children living away from home need clear guidance and training to identify the difference between consenting and abusive, and between appropriate and

exploitative peer relationships. Our school will provide information, guidance and training to relevant staff members to support them with this.

33.7   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 and our school has clear guidelines around this.

33.8   Our school also referrers to the LSCPB procedures which are written with particular reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education 2020 (Part 5) also makes reference to Child on Child Sexual Violence and Harassment and where there are serious child protection concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

34. Up Skirting

34.1   Up skirting is the act of taking a photograph underneath a person's skirt without their consent. It is often performed in a public place; public transport or on an escalator, with crowds of people making it harder to spot people taking these photos. It could also happen on the way to and from school and within a school. Being victim to such an incident can cause emotional distress for the young child or young person involved. Leicester Islamic Academy take these types of incidents seriously and our staff are aware of the law against 'Up skirting' which came into force on April 12, 2019 in England and Wales. If our staff are made aware of such incidents, the schools will follow its safeguarding procedures in addition to seeking advice from the Police.

34.2   At Leicester Islamic Academy, all our staff are 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 (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras, up skirting and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them and serious action will be taken

34.3   If our staff have a concern that a child might have been abused by another child and/or is displaying inappropriate sexualised behaviour, staff will in the first instance refer their concerns to the DSL. The DSL will then directly contact Children's Social Care/DAS in accordance with the LSCP Referrals Procedure to decide how the incident will be managed. Furthermore, our DSL will also seek advice from the Police where necessary. Our staff are aware of what Peer on Peer abuse and Sexual Violence/Harassment is at national and local levels through our annual Whole School Training and our DSL has attended CUSAB Training delivered by Safeguarding in Education to enhance their knowledge in this area further.

35. Domestic Violence and Abuse & Violence Between Young People (teen relationships)

35.1   The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

   ▪ psychological

- physical
- sexual
- financial
- emotional

35.2   There have been a number of high profiles cases both locally and nationally where domestic violence and abuse has had a significant and direct impact on the child and their wellbeing. If the school is made aware of incidents of domestic violence which is impacting on a child within the school, (suspicions and allegations of abuse, harm and significant risk to a child), the school will follow Local Authority and Leicester Local Safeguarding Children Partnership Board guidelines in reporting such concerns to Children's Social Care, Duty and Advice or the Police and will also seek further guidance where necessary.

35.3   Domestic abuse is not limited to adults; there is an increasing awareness of violence from one teenager to another;

- 1 in 5 teenage girls have been assaulted by a boyfriend
- Young women are more likely to experience sexual violence then other age groups
- Young women with older partners are at increased risk of victimisation
- Recent surveys (including NSPCC21, Zero Tolerance and End Violence Against Women campaign) reveal that approximately 40% of our young people are already being subjected to relationship abuse in their teenage years

35.4   If Leicester Islamic Academy is made aware of children behaving this way with other children within our school, and violence is apparent between the young people's intimate relationship; this includes issues around the use of social media and Sexting, we will view this as a significant child welfare concern and where necessary, the appropriate agencies will be informed. This includes Children Social Care and the Police.

35.5   If such cases are prevalent within our school, whether the incident involves Adult Relationships or Teen Relationships, the school will also work closely with the child and the Headteacher/DSL will endeavour to support the child who has been exposed to this type of violence and abuse with the involvement of (where appropriate) their parents/carers and their boyfriend/girlfriend.

35.6   Furthermore, involvement through the Early Help Offer can also support the child and parents/carers and the school will ensure communications and multiagency working with Social Care and Early Help is maintained to fully support the child and their family. (Victims). Staff will also work with all the children in our school to ensure information and the importance of healthy relationships is highlighted through assemblies, circle time and PSHE lessons.

LSCP CUSAB Procedures -
http://llrscb.proceduresonline.com/chapters/p_abuse_child_yp.html

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

36. Honor Based Violence (HBV)

36.1   So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, which is perpetrated in the name of so called 'honour'. Honour-based Violence is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including Female Genital Mutilation (FGM), forced marriage, domestic abuse and practices such as breast ironing.

36.2   The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, FGM, Forced marriage, abuse linked to faith and culture, breast ironing, inappropriate dress or make-up and even kissing in a public place.

36.3   HBV can exist in any culture or community where males are in position to establish and enforce women's conduct. However, males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, i.e. if they are homosexual, have a disability or if they have assisted a victim.

36.4   All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

36.5   It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

37. Female Genital Mutilation (FGM)

37.1   Involves procedures that intentionally alter/injure the female genital organs for nonmedical reasons. Female Genital Mutilation is an illegal operation under the Female Mutilation Act 2003, is a form of child abuse and as such, is dealt with under the school's Child Protection & Safeguarding Policy.

37.2   Definition of Female Genital Mutilation (FGM):

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons. 4 Types of procedure have been identified

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

37.3   FGM is often done in the belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage

- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

37.4   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. Therefore, our staff have been briefed on the importance of FGM through our Whole School Safeguarding on 19/08/2021 and are aware of some of the signs and symptoms.

37.5   Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

37.6   Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

For more information visit:
http://www.nhs.uk/conditions/female-genitalmutilation/pages/introduction.aspx

37.7   Responding to FGM - The school will ensure;

- We raise awareness of staff in regard to the issues of FGM through Whole School Training
- Staff have a clear understanding of what FGM is
- FGM is within the schools Safeguarding Policy
- Sex and Health curriculum supports pupils understanding of their bodies and keeping themselves safe
- Monitoring absences

37.8 FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK. As of October 2015, it became a mandatory responsibility of all staff members to report any suspicion of FGM to the police if the child is under 18 years of age. Guidance in KCSIE 2020 reflect the mandatory reporting of female genital mutilation (FGM) and the definition of 'teacher' in section 74 of the Serious Crime Act 2015 namely that "If a teacher, 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 any of our staff at Leicester Islamic Academy are aware of such concerns, staff will directly contact the Police in the first instance and report their concerns to the DSL and/or Headteacher.

37.9 Any concerns raised including any referrals made will be; monitored closely and recorded following our school's procedures by the staff members raising the concern, the DSL or both.

38. Forced Marriage

38.1 A forced marriage is one entered into without the full, free informed consent of one or both parties that is performed under duress and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Duress cannot be justified on religious or cultural grounds. Victims of forced marriage may be the subject of physical violence, rape, abduction, false imprisonment, enslavement, emotional abuse, and murder. It is important not to confuse 'forced' marriage with 'arranged' marriage. In the instance of an 'arranged' marriage both parties freely consent. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. Forcing a person into a marriage is a crime in England and Wales.

38.2 The Governments definition of a Forced Marriage is; "A forced marriage is where one or both people do not (or in cases of people with learning disabilities, 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.

38.3 Leicester Islamic Academy staff, through induction and Whole School Training are aware of the importance and impact on a child/student who is involved in such situations.

38.4 In addition, the Forced Marriage Unit have issued guidance on Force Marriage and vulnerable adults due to an emerging trend of cases where such marriages involving people with learning difficulties. This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite or assist. It is also not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed

38.5 The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges available from the DSL. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk. Staff are also expected to complete the online HM Government Training via: https://hscvooc.vctms.co.uk/selfregistration.aspx?version=12206

38.6   In such cases, disclosures and concerns relating to Forced Marriage/Honour Based Violence will be reported directly to the DSL and the Police due to the impact it could have on the child/student in the wider community. Information will be sought from Children's Social Care Duty & Advice and where appropriate and Police and the Forced Marriage Unit.

38.7   Note FM is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

39. Abuse linked to faith, beliefs and culture

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

        This kind of abuse can also include;

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

39.2   Whilst this is not an exhaustive list, Leicester Islamic Academy recognises that sadly, such cases are on the increase within the community and as a school, we take such incidents as seriously as any other kind of abuse perpetrated by an adult on a child.

39.3   If the school has been made aware of such a case, the school will follow LSCP procedures and where appropriate, report the incident to Children Social Care and/or the Police.

39.4   As a school, our staff are aware of some of the signs of this kind of abuse and have attended training to support them further. We also work closely with all our children to promote healthy relationships and British Values. Our code of conduct (Children/Teachers/Parents & Carers), also teaches our children mutual respect of other faith, beliefs and cultures in a positive manner rather than negative. We believe and respect each other in our school and maintain this ethos throughout the teaching and learning environment.

40. Child Missing from Education

40.1   A Child Missing from Education forms part of the wider LSCPB procedures for children who go missing from School, Home, Care Education and includes Families who go missing.

40.2   A pupil missing from education on a number of occasions is a potential indicator of abuse and neglect.

40.3 Should a pupil go missing from Leicester Islamic Academy our Attendance Officer/Admin Staff will inform the DSL/SLT and contact the Educational Welfare Service. The DSL will consider further actions and/or support should it be required and to ensure they help identify the any risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

40.4 At Leicester Islamic Academy if a child is no longer coming to our school where the parent/carer has removed them, we will ensure that appropriate steps are taken and measures are in place. I.e. we will follow our school guidelines in monitoring those parents/carers home tutoring, follow procedures where a child is taken out of school to go on holiday, where a child is removed from school as the family are moving away; LIA Child Missing In Education procedures will be followed.

40.5 We will notify All relevant partner agencies/services including Education Welfare, correct forms will be completed, information will be recorded and child folders/information will be passed on to the appropriate person (where applicable).

41. Private Fostering

A private fostering arrangement is one that is made without the involvement of the local authority to look after a child under the age of 16 (or under 18 if disabled) by someone other than a parent or close relative, for 28 days or more and can include those living with extended family members. So, this could be a child living with people as stated below:

Private Fostering includes a child living with:	Private Fostering does not include a child living with:
Godparents	
Great Grandparents Brothers/Sister	Great Grandparents Brothers/Sister
Great Aunts or Uncles Grandparents	Great Aunts or Uncles Grandparents
Family Friends Aunts/Uncles Step parents where a couple isn't married or in a civil partnership	Family Friends Aunts/Uncles Step parents where a couple isn't married or in a civil partnership
Step Parents where a couple is married or in a civil partnership	Step Parents where a couple is married or in a civil partnership
Cousins	Children and young people who are being looked after by the Authority.
A host family which is caring for a child from overseas while they are in education here	

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

41.2   Leicester Islamic Academy staff are aware of what Private Fostering is and staff in our school understand their legal duty under the Children Act 1989 to notify the Local Authority/Children Social Care, they are made aware of such cases. Leicester Islamic Academy understands the apprehension some carers may feel is raising such concerns and the difficulty that some carers may have if faced with this situation. As such, the school and staff will endeavour to support the cares and the child to ensure the wellbeing of the child is maintained and help and advice is made available.

42. Bullying and Safeguarding

42.1   The Law - Some forms of bullying are illegal and should be **reported to the police**. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

42.2   Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally'. Repeated bullying usually has a significant emotional component, where the anticipation and fear of being bullied seriously affects the behaviour of the victim.

42.3   It can be inflicted on a child by another child or an adult. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

42.4   Leicester Islamic Academy policy on anti-bullying acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. peer to peer, cyber, racist, homophobic and gender related bullying. We keep a record of all known bullying incidents, which are subsequently reviewed.

42.5   Leicester Islamic Academy has a legal duty to ensure we have an Anti-Bully Policy in place and that all staff, children and parents/carers are made aware of it. This document can be accessed on our school website, www.lia.leicester.sch.uk and sets out clear procedures in managing such incidents within the school. We also deliver work in school about anti-bullying though assemblies and lessons and our staff are trained in appropriately dealing with such incidents.

42.6   However, at times, bullying such as Peer on Peer abuse; sexualised behaviour, serious incidents of harm, homophobic behaviours, cyber bullying and Sexting/Use of mobile phones will be taken seriously and as a serious safeguarding concern especially if the child is at risk of significant harm. In such cases, our Designated Safeguarding Lead and the Headteacher will assess the situation and seek advice and guidance from Children`s Social care or the Police especially in relation to illegal activity

43. Online safety

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

- Full adherence to UK Safer Internet procedures
- Appropriate filters and monitoring systems in school to limit exposure and provide a safe environment in which to learn effectively without 'over blocking' approved content.
- Information, guidance, documents and training to all stakeholders in e-safety.
- In school tracking of vulnerable pupils including those vulnerable to specific safeguarding issues.
- Broad coverage of A2L/Behaviour policy linked to safeguarding, incorporating online and peer-to-peer abuse alongside in school, on the way to school and out of school misconduct.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
- content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

43.2   Education - The school will do everything that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system As part of this process, the school will teach children how to safe online using the government guidance and other resources.

43.3   Filtering and monitoring - The school will ensure we have appropriate filters and monitoring systems in place. The appropriateness of any filters and monitoring systems and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like. Guidance on e-security is available from the National Education Network.

43.4   Whilst filtering and monitoring is an important part of the online safety picture, it is only one part. The school will consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G/4G/5G in particular and the school will carefully consider how this is managed on our premises.

43.5   Staff training - The school will ensure that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

44. Policy Review

44.1   This policy will be reviewed by the headteacher every year. At every review, the policy will be approved by the full governing board.

44.2   To ensure the policy is effective on a day to day basis, there are a number of components which contribute to a recording system and ensure evidence to reflect and evaluate current policy.

44.3   Our Child Protection Policy and Procedures will be monitored and evaluated via evidence from:

- Referral forms
- Statements
- Chronology timeline forms
- Child Protection/ safeguarding register
- Training register and Single Central record
- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments and Scrutiny of GB minutes
- Logs of bullying/ racist/ behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires

45. Other Relevant Policies

Leicester Islamic Academy Governing Body's legal responsibility for safeguarding the welfare of the children goes beyond child protection. Their duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour Policy
- Staff Code of Conduct
- Anti-bullying Policy
- Sexual Violence and Sexual Harassment between children in schools and colleges
- Physical interventions/restraint
- SEND Policy
- Trips and Visits Processes
- Recruitment Policy
- First Aid Policy
- Health & Safety Policy
- Sex and Relationship Education/Underage Sexual Activity (Healthy Relationships and Domestic Violence in Young People)
- Equal Opportunities Policy
- E-Safety Policy
- Data Protection Policy
- Extended School Activities
- LAC Policy
- External Visitors Policy
- Whistleblowing Policy

The above list is not exhaustive and when undertaking development or planning of any kind, Leicester Islamic Academy and our Governors will consider the best interest of our children and any implications for safeguarding children and promoting their welfare.

46. Useful Contact Numbers and Links

Leicestershire Police	**999 / 0116 2222222**
One Front Door Duty & Advice (Includes out of hours) das.team@leicester.gov.uk Early Help & Support/early-help@leicester.gov.uk	**0116 454 1004**
Children's Safeguarding Unit	**0116 454 2440**
Safeguarding in Education Julie Chapaneri & Mohammed Patel Safeguardingineducation@leicester.gov.uk	**0116 454 2440**
Local Authority Designated Officer (LADO) Jude Atkinson	**0116 454 2440**
Leicester Local Safeguarding Children Partnership Board (LSCPB) http://www.lcitylscb.org/	**0116 454 6520 / 0116 454 1004 (DAS**
Prevent (Advice / Referral) City: Ailsa Coull – Ailsa.coull@leicester.gov.uk	**01164 546923 07519 069833**
UAVA – United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) info@uava.org.uk	**0808 80 200 28**
Forced Marriage Unit fmu@fco.gov.uk	**020 7008 0151**
Female Genital Mutilation Helpline fgmhelp@nscpcc.org	**0800 0283550**
NSPCC Whistleblowing Advice Line help@nspcc.org.uk	**0800 0280285**
Useful websites and links	
www.thinkuknow.co.uk www.disrespectnobody.co.uk www.saferinternet.org.uk www.internetmatters.org www.pshe-association.org.uk www.educateagainsthate.com www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation	

All staff should have an awareness of safeguarding issues - some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

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

Categories of Abuse:

Abuse: 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.

1. NEGLECT

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

Neglect is a priority for Leicester, Leicestershire & Rutland LSCP. Neglect has been identified as a feature in national & local Serious Case Reviews (SCR's), local learning reviews and multi-agency audits. Our local LSCPB have developed a Neglect Toolkit to support practitioners identify neglect

earlier in families. Key staff members and DSL's in our school are versed with this document and understand when to use it. http://lrsb.org.uk/uploads/llr-lscb-neglect-toolkit-2016.pdf

2. PHYSICAL ABUSE

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit act of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;

- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

3a. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. Sexual Exploitation can also include Grooming and Sexting.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are: (no an exhaustive list)

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

4. EMOTIONAL ABUSE

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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;

- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment

5. Sexual Harassment and Sexual Violence

Sexual violence
It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

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

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.108 It may include:
- Non-consensual sharing of sexual images and videos;
- Sexualised online bullying;

- Unwanted sexual comments and messages, including, on social media; and
- Sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

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

6. RESPONSES FROM PARENTS

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Severe chastisement of a child including withholding food and using food as a form of punishment;
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. SEND CHILDREN (Special Educational Needs and Disabilities)

Leicester Islamic Academy is an inclusive school and welcomes all pupils including those with SEND. We believe in providing every possible opportunity to enable our pupils to develop their full potential whilst promoting their self-esteem and valuing their individuality.

Some children have barriers to learning that mean they have special needs and require particular action by the school. Our dedicated SENCO and teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Key issues for safeguarding children with disabilities include:

- Social isolation
- Reliance on others for personal care
- Impaired capacity to resist or report abusive behaviour
- Reduced access to someone to tell
- Especially vulnerable to bullying and intimidation
- More frequently away from home, e.g. in hospital, respite care or residential living

Our SENCO and teachers have attended appropriate training as part of their CPD; whole school safeguarding training, understand the vulnerability of SEND children and understand that SEND children may be at higher risk of abuse or neglect.

Some indicators concerns could include:

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid, medication, food or clothing
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting; misappropriation of a child's finances
- Invasive procedures which are unnecessary or are carried out against the child's will
- A lack of knowledge about the impact of disability on the child
- A lack of knowledge about the child, e.g. not knowing the child's usual behaviour
- Not being able to understand the child's method of communication
- Confusing behaviours that may indicate the child is being abused with those associated with the child's disability
- Denial of the child's sexuality
- Behaviour, including sexually harmful behaviour or self-injury may be indicative of abuse
- Being aware that certain health/medical complications may influence the way symptoms present or are interpreted.

Leicester Islamic Academy has a specific SEND Policy. All our staff have access to this policy and key staff members are also aware of the LSCPB Procedures online.
As best practice our school will ensure we:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Help disabled children make their wishes and feelings known in respect of their care and treatment;
- Ensure that disabled children receive appropriate personal, health, and social education (including sex education);
- Make sure that all disabled children know how to raise concerns and giving them access to a range of adults with whom they can communicate.
- Those disabled children with communication impairments should have available to them at all times a means of being heard
- Close contact with families, and a culture of openness on the part of services;
- Guidelines and training for staff on good practice in intimate care; handling difficult behaviour; consent to treatment; anti-bullying strategies; and sexuality and sexual behaviour among young people;
- Guidelines and training for staff working with disabled children aged 16 and over to ensure that decisions about disabled children who lack capacity will be governed by the Mental Health Capacity Act once they reach the age of 16.
- Use specialist service needs/multi-agency approach if as a school we feel additional, support resources and interventions are required.

Signs of Abuse in Children:

- The following non-specific signs may indicate something is wrong:
- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment

- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, handprints or a hair-brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion.
Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation   Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures

- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Peer-to-Peer and Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers, or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional, and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors more fully should be given consideration. The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive, and emotional development, power and control and authority, passive and assertive tendencies

Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society's standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality, or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide

Recognising Neglect:

Evidence of neglect is built up over a period and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene, and medical care
- A child seen to be listless, apathetic, and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

APPENDIX 2 - PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD: FOR ALL STAFF MEMBERS

Teachers are in a unique position to identify and help children who may be being abused. Although all schools are required to have a named designated teacher with responsibility for co-ordinating child protection, this should not diminish the role all teachers have in protecting children.

Child abuse usually comes to the attention of teachers in one of four ways:

- a direct allegation from the child being abused,
- a third party (e.g. friend, classmate) report,
- through the child's behaviour
- or through observation of an injury to the child.

When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. You may ask questions of a clarifying nature – such as 'who, what, where, when, how?' or use the acronym TED – 'Tell me, 'Explain it to me', Describe it to me.'

Remember, the way in which you talk to the child may have an effect on any subsequent legal proceedings. You need to be open and non-judgemental. Children making disclosures should be reassured and, if possible at this stage, should be informed what action will be taken next.

As soon as possible write a dated and timed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead (DSL). It is important to act swiftly to avoid delays.

As a general guide, it is important to remember the following:

SECRETS - A child's trust can place a heavy responsibility on teachers, particularly if they want the abuse to remain a secret. You should tell the child that if he or she is being hurt you will need to tell other people. The child may need to be reassured that you will only speak to those who need to know and that they will treat the matter confidentially.

LISTEN - Listen carefully to the child. Take what he or she says seriously as it is rare for a child to make entirely false allegations.

REASSURE - Reassure the child that he or she was right to tell and is not to blame for what happened, but do not promise confidentiality.

RECORD - As soon as possible after talking with the child, make a written record of what was said at the time, when and where the conversation took place and who was present. This must be accurate and not interpretation or assumption. Note any colloquial/slang words used by students and any language/behaviour inappropriate for the child's age – do not convert them into proper terms. Remember this may be used in any subsequent legal proceedings so note down too, how the child was behaving and the way in which they told you what was happening. This may indicate how the child was feeling.

For injuries in specific areas, record the location accurately – DO NOT take photographs or examine the child yourself.

SUPPORT - Get support for yourself. Listening to abused children can be very upsetting, and giving the child help may be difficult, if you are not given support yourself. Experience of working with children is not, in itself, preparation for the distress abuse can raise.

REMEMBER - It takes courage and determination for a child to tell an adult that they are being, or have been, abused. When they do tell someone, it is usually a person who they feel they can trust and whom they feel is reliable. For reasons of confidentiality, only those people who need to know about the abuse should be told, and conversations about the child should always be held in private.

If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the DSL/Headteacher must be informed asap; if the concern is in reaction to your Headteacher, you must speak to your Governor. If you feel you cannot speak with your Governors, you must use you whistleblowing procedure and contact Duty & Advice/LADO for advice and support.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

APPENDIX 3 - ALLEGATIONS ABOUT A MEMBER OF STAFF/VOLUNTEERS

1. Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical** - For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.

- **Emotional** - For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

- **Sexual** - For example sexualised behaviour towards students, sexual harassment, sexual assault and rape.

- **Neglect** - For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
- Our school staff (including supply staff and volunteers) understand they have duty care to raise any concerns or allegations made about another staff who pose a risk of harm to children.

KCSIE 2021 states that LADO procedures are categorised in 2 main areas:
1. Allegations that may meet the harms threshold
2. Allegation/concerns that do not meet the harms threshold – referred to as 'low level concern'

Section one: Allegations that may meet the harms threshold

Harms threshold

Any allegation that meets the harms threshold includes where a staff member including supply teachers, volunteers and contractors has:
- Behaved in a way that has harmed a child, or may have harmed a child and/or;
- Possibly committed a criminal offence against or related to a child and/or:
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children/or
- Behave or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children

Staff allegations that may meet the harms threshold must report and this must be done without delay.

Staff members are responsible to report any allegations that may meet the harms threshold.

Section two: Concerns that do not meet harm threshold (low Level)

A low-level concern is any concern – no matter how small and even if no ore than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school 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 low-level concerns include, but are not limited to:

- Being overly friendly with children.
- Having favourites.
- Taking photographs of children on their mobile phone.
- Engaging with a child on one-to-one basis in a secluded area or behind a closed door; or
- Using inappropriate sexualised, intimidating or offensive language.

This is not exhaustive

Concerns that do not meet the harm threshold (including allegations) will be recorded and reviewed in line with KCSIE 2021

Where potential patterns of concerning, problematic or in appropriate behaviour are identified a suitable course of action will be identified as necessary (in line with KCSIE 2021) This may be either through disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, via a referral to the LADO

2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Headteacher should be informed immediately. The Headteacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation him/herself or interview students.

3. The Headteacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Headteacher will notify the Local Authority Designated Officer (LADO) Team.

- The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.

- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student (s), these should be addressed through the school's own internal procedures.

- If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

4. Where an allegation has been made against the Headteacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of the procedure, please refer to the LSCP Website and refer to your Whistleblowing Procedures.

APPENDIX 4 - GUIDELINES FOR AVOIDING ALLEGATIONS OF ABUSE: FOR ALL STAFF MEMBERS

Whilst they may in common law be regarded as acting in loco parentis, teachers and carers in school should remember that they are not able to take the place of parents in providing physical comfort. This is not to say that all physical contact is inappropriate, rather that the professional context demands circumspection and a sense of fitness for purpose.

Teachers of very young children of nursery and Key stage 1 age will naturally need to engage in more physical contact than teachers of older children. Comforting a distressed child who may just have started school will not be an unusual occurrence. Similarly, in the special school setting, some children may tend towards demanding physical attention. In such circumstances, the contact by the adult will be for re-assurance and may involve physical closeness (e.g. holding the child's hand or placing hands on the child's shoulders). Hugging and kissing would be inappropriate for other than the parent, even though the child may want to initiate it.

Administration of medicines and first aid requires careful codes of conduct and procedures. These should be laid down by local authority or health authority or in individual school guidelines and followed meticulously. As a rule of thumb, teachers should not administer medicines. If the child had an adverse reaction to a medicine given by a teacher, the teacher could be held liable and charged with negligence.

Administration of first aid should be undertaken by a qualified first aider. Where none is available, the minimum steps should be taken to ensure the child's safety and the emergency services should be called.

Teachers may sometimes be called upon to intervene physically if a child or children are in danger of injuring themselves or others - as in a fight in the school yard. It is important that in such circumstances the minimum possible reasonable force is used. Where possible another colleague should be called upon to assist, both to minimise the risk of injury to the teacher intervening and to act as witness that reasonable force and no more was used. After such an event a clear record of what took place should be made, including where possible statements from witnesses. The Headteacher should be informed.

One-to-one situations with pupils need to be carefully and consciously managed. Some teaching, as with peripatetic music staff, may often suggest one-to-one organisation. Where pupils can be paired for such lessons, it is preferable. Where this is not possible and in other situations of individual interviews with pupils, it is advisable to use a room with a window where others can see in or to leave the door open. If confidentiality makes this difficult, then another member of staff should be informed that the interview is taking place.

If a child becomes distressed, support and re-assurance should be offered through calming words rather than through physical contact. Teachers should not become involved with children's personal problems beyond listening and being sensitive to them in order to refer the child to the most appropriate source of help or counselling.

APPENDIX 5 - INDICATORS OF VULNERABILITY TO RADICALISATION

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

2. 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues; and

Joining or seeking to join extremist organisations; and

- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis

Prevention in the Curriculum

The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

The Pastoral programme and SMSC across the curriculum in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened.

As part of their personal development, pupils are taught to, for example:

- Express their view regularly and provide feedback
- Defining and categorising safeguarding and bullying
- Understanding the school procedures to share concerns
- Safely explore their own and others' attitudes
- Recognise and manage risks in different situations and how to behave responsibly
- Judge what kind of physical contact is acceptable and unacceptable
- Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help and use assertiveness techniques to resist unhelpful pressure.
- Guidance on social networking and E-Safety

Mobile Phones, Cameras and Photographs

Appropriate use of mobile phones is essential at Leicester Islamic Academy Practitioners are able to use their personal mobile phones appropriately; all staff are made aware of their duty to follow this procedure which is set out in the Code of Conduct. During working hours, they must be kept out of the reach of children, in a secure area accessible only to staff.

Visitors to the setting including parents are requested not to use their mobile phones on the premises and may be requested to hand them in at reception for collection on departure.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Leicester Islamic Academy. We take a mixture of photos that reflect the school environment; sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use the camera to take photos of their peers. In order to safeguard children and adults and to maintain privacy, cameras are not to be taken into the toilets by adults or children. All adults whether teachers/ practitioners or volunteers understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act.

For further information please refer to the latest Staff Code of Conduct Policy.

KCSIE 2021 States that a child-on-child sexual violence and sexual harassment forms part of the statutory guidance about how schools and colleges should respond to all reports and concerns of child-on-child sexual violence premises, and or online.
Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur online and face to face (both physically and verbally) and are never acceptable.

LIA Academy takes such incidents seriously and have strict measures in place to address this kind of behaviour and our staff are advised to maintain an attitude of 'it could happen here'.

Our school strictly follows statutory guidance and information from the government
Sexual Violence and sexual Harassment between children in school, the school has Specific measures in place in order to support children and staff if such incidents are reported and received.