



**Al-Ashraf**  
PRIMARY SCHOOL

**Al-Ashraf Primary School**

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# SAFEGUARDING POLICY

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## 1. OVERVIEW

Named personnel with designated responsibility for Safeguarding

2022/2023	<p><b>DSL</b> Mrs Khatija Panchbhaya</p>	<p><b>Deputy DSL (DDSL)</b> MI Abdullah AS Patel Mrs Zainab Patel</p>	<p><b>Safeguarding Governor:</b> Mrs M. Dariai</p>	<p><b>Chair of Governors:</b> Mufti Abdullah A.H Patel</p>
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## 2. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and acting to enable all children to have the best life chances.

This Safeguarding Policy forms part of a suite of documents and policies, which relate to the safeguarding responsibilities of the school.

This policy should be read in conjunction with the Behaviour Policy, Physical Intervention Policy, Anti-Bullying Policy, Staff Safer Care Code of Conduct Policy, E-safety Policy, safer recruitment policy, GDPR Policy and ICT Acceptable Usage Policy.

### 2.1 PURPOSE OF A SAFEGUARDING POLICY

To inform staff, parents, volunteers, and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

### 2.2 Gloucestershire Safeguarding Children Partnership Inter-agency Child Protection and Safeguarding Children Procedures

The school follows the procedures established by the Gloucestershire Safeguarding Children Partnership; a guide to procedure and practice for all agencies in Gloucestershire working with children and their families.  
<https://www.gloucestershire.gov.uk/gscp/>

### 2.3 Multi-Agency Working

Al-Ashraf plays a pivotal role in multi-agency safeguarding arrangements. Locally, the three safeguarding partners (Gloucestershire NHS Integrated Care Board; Gloucestershire Constabulary, and Gloucestershire local authority) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

### 2.4 School Staff & Volunteers

All school staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All school staff will receive appropriate safeguarding children training, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse

or neglect and of the appropriate procedures to follow. The Designated Senior Lead also delivers an annual update.

All governors and trustees will receive appropriate safeguarding and child protection (including online) training at induction. The training will ensure they have the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

The school's senior member of staff with designated responsibility for child protection undertakes basic child protection training and training in inter-agency working, (that is provided by the Gloucestershire Safeguarding Children's Executive) and refresher training at 2 yearly intervals.

The Headteacher, Deputy Head and all other school staff, including non-teaching staff undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by Child Protection multi agency training at 3 yearly intervals. In house training is carried out during inset days and safeguarding is discussed as a standing agenda item in weekly staff meetings.

All staff (including temporary staff and volunteers) are provided with the school's Safeguarding policy and informed of school's child protection arrangements on induction.

## 2.5 Mission Statement

Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.

Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk, and are listened to when they have concerns about the safety and well-being of a child.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure that children who have been abused will be supported in line with this child safeguarding policy, where deemed necessary.

Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Contribute to the five outcomes which are key to children's wellbeing:

Be healthy, both mentally and physically

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic wellbeing

Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We make pupils aware of these arrangements via assemblies and class discussions.

We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. Pupils also learn how to keep safe through the P.S.H.E. Curriculum.

The school makes arrangement for consulting with and listening to pupils through the **Student Council**.

All computer equipment and internet access within the school will be subject to appropriate filtering and internet safety rules in line with our E-safety Policy. The school aims to include E-Safety briefings for students as part of the national curriculum. Whilst it is essential to ensure that appropriate filters and monitoring systems are in place, the school carries out routine monitoring of its filter system to ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

## 2.6 Implementation, Monitoring and Review of the Safeguarding Policy

The policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the DSL and through staff performance measures.

## 3. STATUTORY FRAMEWORK

To safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

The Children Act 1989

The Children Act 2004

Education Act 2002 (section 175)

Gloucestershire Safeguarding Children Executive Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)

Keeping Children Safe in Education (DfE September 2023)

Working Together to Safeguard Children (DfE July 2018)

The Education (Pupil Information) (England) Regulations 2005

Working Together to Safeguard Children (DfE July 2018) requires all schools to follow the procedures for protecting children from abuse which are established by the Gloucestershire Safeguarding Children Partnership (GSCP).

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Furthermore, Keeping Children Safe in Education (DfE September 2023) places the following responsibilities on all schools:

Schools should be aware of and follow the procedures established by the Gloucestershire Safeguarding Children Partnership (GSCP)

Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions

Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse

A Designated Senior Person (referred to in 'Keeping Children Safe in Education (DfE, September 2023 as Designated Safeguarding Lead') should have responsibility for co-ordinating action within the school and liaising with other agencies

Staff with the designated safeguarding lead should undergo updated child protection training every two years

Keeping Children Safe in Education (DfE September 2023) also states:

Governing bodies and proprietors should ensure there is an effective safeguarding policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction. The safeguarding policy should describe procedures, which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSOP, be updated annually, and be available publicly either via the school website or by other means.



#### 4. THE DESIGNATED SAFEGUARDING LEAD (DSL) - ROLE

Governing bodies and proprietors should ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The DSL should take lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place - this is part of their role in taking the lead responsibility for safeguarding. This includes overseeing and acting on:

- Filtering and monitoring reports
- Safeguarding concerns
- Checks to filtering and monitoring systems

The DSL will work with the Tech Lead and the IT Manager as regards to online safety.

The Designated Safeguarding Lead for Child Protection in this school is:

**Mrs Khatija Panchbhaya** ([kpanchbhaya@al-ashraf.gloucs.sch.uk](mailto:kpanchbhaya@al-ashraf.gloucs.sch.uk))

A Deputy DSL (DDSL) should be appointed to act in the absence/unavailability of the DSL.

The Deputy Designated Lead(s) for Child Protection in this school is/are:

**MI Abdullah AS Patel** [apatel3@al-ashraf.gloucs.sch.uk](mailto:apatel3@al-ashraf.gloucs.sch.uk)

**Mrs Zainab Patel** [zpatel@al-ashraf.gloucs.sch.uk](mailto:zpatel@al-ashraf.gloucs.sch.uk)

**For out of hours queries, the DSL can be reached by email – [kpanchbhaya@al-ashraf.gloucs.sch.uk](mailto:kpanchbhaya@al-ashraf.gloucs.sch.uk)**

##### 4.1 Managing referrals

Refer all cases of suspected abuse to the local authority children's social care and:

Police (cases where a crime may have been committed).

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

Act as a source of support, advice, and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

## 4.2 Training

The Designated Safeguarding Lead will receive appropriate training carried out every two years and an update at least annually to:

Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments

Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

Ensure each member of staff has access to and understands the school's Safeguarding policy and procedures, especially new and part time staff

Be alert to the specific needs of children in need, those with special educational needs and young carers

Be able to keep detailed, accurate, secure written records of concerns and referrals

Obtain access to resources and attend any relevant or refresher training courses

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

All school staff members are made aware of the signs of abuse and neglect so that they can identify cases of children who may need help or protection.

All staff members will receive appropriate safeguarding and child protection training delivered by GCSE every 3 years. In addition, they will receive safeguarding and child protection updates at the start of every academic year and every inset day thereafter. Safeguarding will be an agenda item at every staff and governor meeting to provide them with relevant skills and knowledge to safeguard children effectively.

## 4.3 Raising Awareness

The designated safeguarding lead should ensure the school policies are known and used appropriately:

Ensure the school's Safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this

Ensure the Safeguarding policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school in this

Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding

Where children leave the school ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file.

## 5. EARLY YEARS NURSERY SAFEGUARDING

We comply with the local child Safeguarding procedures, and it is our duty to record and report to children services any concerns regarding the possible abuse of children in our care. Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. As an Early Years setting, we aim to keep children safe by adopting the highest possible standards and taking all reasonable steps to protect children from harm. Safeguarding is about more than child protection. Child Protection is specifically about protecting children and young people from suspected abuse and neglect. Safeguarding is much wider than child protection.

Our prime responsibility is the welfare and well-being of children in our care. As such it is our duty to the children, parents/carers, and staff to act quickly and responsibly in any instance that may come to our attention. All staff will work as part of a multi-agency team where needed in the best interest of the child.

It is the policy of the nursery to provide a secure and safe environment for all children from abuse. The nursery will therefore not allow an adult to be left alone who has not received their enhanced DBS check clearance and all our staff will receive updated and relevant safeguarding training as part of their induction and as refresher training after their 3-month probation.

We abide by ISI requirements in respect of references and Disclosure and Barring Services checks for all staff and volunteers to ensure that disqualified person or unsuitable person has any access or contact with the children.

We know how important staff ratios are and ensure that we follow the legal requirements for the minimum numbers of staff present with the children at any time as set out in the Early Years Foundation Stage statutory framework.

Our Designated Safeguarding Leads Officer is **Khatija Panchbhaya** who works together and alongside our Deputy Safeguarding Officer **Abdullah AS Patel and Zainab Patel**

## 6. THE GOVERNING BODY

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures, and training in their schools are always effective and comply with the law.

The nominated governor for safeguarding is:

**Mrs Mariam Dariai** ([mdariai@al-ashraf.gloucs.sch.uk](mailto:mdariai@al-ashraf.gloucs.sch.uk))

The responsibilities placed on governing bodies and proprietors include:

Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified

Ensuring that an effective safeguarding policy is in place, together with a staff behaviour policy

Appointing a designated safeguarding lead who should undergo child protection training every two years

Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns

Making sure that children are taught about how to keep themselves safe.

Ensuring the school has an effective recruitment policy.

Ensure all staff in their school read at least part 1 of Keeping Children Safe in Education (September 2023) guidance.

Ensure that mechanisms are in place to assist staff to understand & discharge their roles and responsibilities as set out in part 1 of KCSIE September 2023 guidance.

## **7. SCHOOL PROCEDURES - STAFF RESPONSIBILITIES**

If any member of staff is concerned about a child, he or she must inform the DSL.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. Recording forms are available in the safeguarding folder in the staffroom or in the admin office.

The DSL will decide whether the concerns should be referred to Children's Services. If it is decided to make a referral to Children's Services, this will be discussed with the parents, unless to do so would place the child at further risk of harm.

Attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

As a person who works with children, staff have a duty to refer safeguarding concerns to the DSL for child protection. Staff should remain vigilant even after a referral is made and should look out if:

Concerns are not taken seriously by an organisation or  
 Action to safeguard the child is not taken by professionals and  
 The child is at continuing risk of harm

If the DDSL has not taken the matter seriously then the matter should be referred to the DSL. If the DSL does not take the matter seriously, then the matter should be brought to the attention of the nominated governor for child protection or Chair of Governors before contacting the Gloucestershire Children's Services (including out of hours) on 01452 426565.

If a child is in immediate danger or, there is a risk of immediate serious harm to a child a referral should be made to children's social care or police immediately. **Anybody can make a referral.** Where referrals are not made by the Designated Safeguarding lead, the DSL should be informed, as soon as possible, that a referral has been made.

If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

## 8. WHEN TO BE CONCERNED

All staff and volunteers should be aware that the main categories of abuse are:

Physical abuse  
 Emotional abuse  
 Sexual abuse  
 Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – see Appendix 1 for details.

Generally, in an abusive relationship the child may:

Appear frightened of the parent/s or other household members e.g., siblings or others outside of the home

Act in a way that is inappropriate to her/his age and development

(Full account needs to be taken of different patterns of development and different ethnic groups)

Display insufficient sense of 'boundaries,' lack stranger awareness  
Appear wary of adults and display 'frozen watchfulness.'

## 8.1 Early Help Assessment

School staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. The designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment. The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed. The school has an offer of Early Help which includes services such GDAS, MASH, FIS, CYPS. Please refer to our Early Help Offer available on the school website.

## 8.2 Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Staff have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility. They also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead has details of the child's social worker and the name of the virtual school head in the authority that looks after the child

## 8.3 SEN (Special Educational Needs) Children

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These include:

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

## 8.4 Arrangements for educational visits

Al-Ashraf Primary has an Educational Visits policy and supporting protocols which have been ratified by the Governing Body and made available to all staff. This details all the safeguarding procedures and arrangements for planning and delivering visits off-site. Copies of the policy and protocols are available on request.

## 9. DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

Listen to what is being said without displaying shock or disbelief

Accept what is being said

Allow the child to talk freely

Reassure the child, but not make promises which it might not be possible to keep

Not promise confidentiality – it might be necessary to refer to Children's Services: Safeguarding and Specialist Services

Reassure him or her that what has happened is not his or her fault

Stress that it was the right thing to tell

Listen, only asking questions when necessary to clarify

Not criticise the alleged perpetrator

Explain what has to be done next and who has to be told

Make a written record (see Record Keeping)

Pass the information to the Designated Senior Lead without delay

### 9.1 Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

## 10. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).

- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead, they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families during their work should share that information only within appropriate professional contexts.

**The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.** Guidance to support schools with data protection activity, including compliance with the GDPR can be found at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/747620/Data\\_Protection\\_Toolkit\\_for\\_Schools\\_OpenBeta.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747620/Data_Protection_Toolkit_for_Schools_OpenBeta.pdf)

## 11. COMMUNICATION WITH PARENTS

Al-Ashraf Primary school will ensure the Safeguarding policy is available publicly via the school website.

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

The behavioural response it prompts e.g., a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;

Leading to an unreasonable delay;

Leading to the risk of loss of evidential material;

Placing a member of staff from any agency at risk.

Ensure that parents understand the responsibilities placed on the school and staff for safeguarding children.

## 12. RECORD KEEPING

When a child has made a disclosure, the member of staff/volunteer should:

Record as soon as possible after the conversation.

Do not destroy the original notes in case they are needed by a court

Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child

Draw a diagram to indicate the position of any injuries



Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.

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

### **13. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS**

An allegation is any information which indicates that a member of staff/ supply staff/ volunteer may have:

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

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.'

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised, and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date, and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated, and immediately passed on to the Headteacher.

We will apply the same principles as in the rest of this document and we will always follow the Gloucestershire Safeguarding Children's Executive procedures that can be accessed at <https://www.gloucestershire.gov.uk/gscp/>

"If staff members have concerns about another staff member, then this should be referred to the Headteacher.

**Name: MI Abdullah AS Patel**  
[apatel3@al-ashraf.gloucs.sch.uk](mailto:apatel3@al-ashraf.gloucs.sch.uk)

If the concerns are about the Headteacher, then the Chair of Governors should be contacted. The Chair of Governors in this school is:

**Name: Mufti Abdullah AH Patel**  
[nwc@al-ashraf.gloucs.sch.uk](mailto:nwc@al-ashraf.gloucs.sch.uk)

In the absence of the Chair of Governors, the governor in charge of safeguarding should be contacted:

**Name: Mrs Mariam Dariai**  
[mdariai@al-ashraf.gloucs.sch.uk](mailto:mdariai@al-ashraf.gloucs.sch.uk)

In the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher will not investigate the allegation himself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay. In Gloucestershire, **the LADO is Nigel Hatten**, who is supported by Tracy Brooks, the Allegations Management Co-ordinator. Nigel can be contacted on 01452 426994 or [nigel.hatten@gloucestershire.gov.uk](mailto:nigel.hatten@gloucestershire.gov.uk) and Tracy can be contacted on 01452 426320 or [tracybrooks@gloucestershire.gov.uk](mailto:tracybrooks@gloucestershire.gov.uk)

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Headteacher should, as soon as possible, following briefing from the Local Authority Designated Officer inform the subject of the allegation.

For further information see:

GCSP Inter-agency Child Protection and Safeguarding Children Procedures (Electronic) Section 4.1 Managing Allegations against Adults who work with Children and Young People

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Whistleblowing procedures are in place for such concerns to be raised with the school's management team and can be found in the Safer Care Code of Conduct Policy available in the school office.

Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are also open to them. The NSPCC whistle blowing helpline number is 0800 028 0285.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

## 14. TYPES OF ABUSE AND NEGLECT

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. The Department for Education has produced advice. **"What to do if you are worried a child is being abused 2015- Advice for practitioners"** to help practitioners identify child abuse and neglect and take appropriate action in response. This guidance is found with the Safeguarding policy in the school's policy folder.

### 14.1 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.

### 14.2 Physical abuse:

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

### 14.3 Emotional abuse

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

emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.]

#### 14.4 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 acts of sexual abuse, as can other children.

#### 14.5 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which is 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.

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

#### Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via **child-on-child abuse**. This is most likely to include, but not limited to:

- bullying (including cyber bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- gender-based violence/sexual assaults e.g., rape or assault by penetration
- sexting (also known as youth produced sexual imagery); Sharing nude/semi-nude images
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;

- initiation/ hazing type violence and rituals.

Staff should be clear as to the school's policy and procedure with regards to child-on-child abuse.

If you are made aware of an incident involving the sharing of nude or semi-nude images (also known as sexting and 'youth-produced sexual imagery'), you must report it to the DSL immediately.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection, or status. 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. Some of the following signs may be indicators of sexual exploitation:

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

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

### **Domestic Abuse**

Staff will be made aware of The Domestic Abuse Act 2021 that received royal assent on 29 April 2021. Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are personally connected. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional.

All children can see, hear or experience domestic abuse in the context of their home life. They are therefore victims in their own right. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

### **Operation Encompass**

operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs

### **Forced Marriage (FM)**

This 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. 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. As of February 2023, the age of marriage increased to 18 years of age. It is now a crime to carry out any conduct whose purpose is to cause a child to marry before their 18<sup>th</sup> birthday, even if violence, threats or other forms of coercion are not used.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence, and sexual violence) or emotional and psychological (for example, when someone is made to feel like they are bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

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

**DISOBEYING A FORCED MARRIAGE PROTECTION ORDER CAN RESULT IN A SENTENCE OF UP TO 5 YEARS IN PRISON.** School staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

## SERIOUS VIOLENCE

There may be a number of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in performance,
- signs of self-harm or a significant change in wellbeing,
- signs of assault or unexplained injuries.
- Unexplained gifts
- new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Serious violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved.

## HONOUR BASED VIOLENCE

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

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

Indicators: There are a range of potential indicators that a child may be at risk of HBV. See Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59- 61 focus on the role of schools and colleges) and pages 13-14 of the multi-agency guidelines: Handling case of forced marriage.

Actions If staff have a concern regarding a child that might be at risk of HBV: they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with the 3 Safeguarding Partners.

## COUNTY LINES

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging,' where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

## 15. THE ROLE OF THE SCHOOL IN FGM

### 15.1 Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM): 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. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

The reasons why FGM is carried out is due to a (wrong) 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 to be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

### FGM Mandatory Reporting duty

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms, and other indicators of FGM – this is a form of child abuse and as such is dealt with in this policy.

If a teacher during their 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 it to the police. Those failing to report such actions will face disciplinary sanctions.

Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many pupils may not be aware that they may be at risk of undergoing FGM. Numerous guidance, for example, from GSCB Child Protection Procedures guidelines for FGM, Home Office and Ofsted; give comprehensive insight into this growing area of concern.

In light of this, AAPS has decided to take proactive action to protect and prevent pupils at our school being forced to undertake FGM. This includes:

- Being vigilant when authorising extended holidays abroad to pupils from at risk ethnic backgrounds.
- FGM training for DSL.
- Awareness training given to all teaching and non-teaching staff.

**TO BE CLEAR: FGM IS INTERNATIONALLY RECOGNISED AS A VIOLATION OF HUMAN RIGHTS OF GIRLS AND WOMEN. IT IS ILLEGAL IN THE UK AND MOST COUNTRIES AROUND THE WORLD.**

The circumstances and occurrences that may point to FGM happening include:

- A pupil talking about getting ready for a special ceremony
- A family requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations
- A family taking a long trip abroad
- A pupil'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)
- Prior knowledge revealed that a pupil's sibling has undergone FGM
- A pupil talks about going abroad to be 'cut' or to prepare for marriage

## 15.2 Signs that may indicate a pupil has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour changes 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 cannot talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

## 16. MENTAL HEALTH

Mental health may be an indicator that a child is at risk or is suffering abuse, neglect or is suffering abuse, neglect or exploitation. Staff are well placed to observe children's day-to-day behaviour and identify those who may be at risk or are experiencing mental health difficulties. However, diagnosis of mental health problems should only be made by trained professionals.

A child's experience of abuse, neglect or other traumatic childhood experiences may impact negatively upon their mental health, behaviour and education. Any mental health concerns that are also safeguarding concerns should be reported to the DSL.

## 17. CHILDREN MISSING EDUCATION

A child absent in education from school due to repeated or unexplained absence, or by leaving the school unexpectedly is a potential indicator of abuse or neglect, or where a family may be in need of additional support. The statutory guidance set out in Children Missing Education (CME September 2016) will aid any decisions that are made when a child is missing from education.

The school will carry out daily registration and absences will be dealt with in accordance with the school's Attendance Policy. The school will monitor attendance closely and address poor or irregular attendance.

In instances where:

- There is a repeated pattern of absence;
- The reason for absence is unclear or unexplained;
- A member of staff has concerns about the nature of a pupil's absence;

the school's Designated Safeguarding Lead (DSL), Mrs Khatija Panchbhaya, or the deputy DSL, MI Abdullah Patel will be consulted. The School's DSL will then follow the procedure detailed in the school's Safeguarding Policy [– see section 7]. When a pupil leaves our school without clear indication of a receiving school, the school will contact

Gloucestershire LA to advise them of the situation as soon as possible and no later than within 5 working days.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child.

The school will also inform Gloucestershire Local Authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g., home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

## **18. INFORMATION ON PREVENTING RADICALISATION**

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education, and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.

The Counterterrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police, and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and

with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education September 2018 are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015, but many local authorities already have Channel panels set up in their area.

## 19. PREVENTING RADICALISATION AND EXTREMISM

### 19.1 Introduction

The school recognises that it has a duty of care towards its pupils and that safeguarding against extreme radicalisation that may leave them to being susceptible to violent extremism is one of those duties.

### 19.2 What is PREVENT?

The Government's National Prevent strategy aim is to:

*Stop people from becoming terrorists or supporting terrorism*

*This is supported by three specific objectives:*

- *Respond to the ideological challenge of terrorism and the threat we face from those who promote it*
- *Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support (individuals)*
- *Work with a wide range of sectors and institutions (including education, faith health and criminal) where there are risks of radiation which need to address (institution)*

### 19.3 This Policy Aims To:

- Make it clear that:
  - Extremism is not part of the Islamic faith
  - There is no place for extremists at AAPS including expression of extremist views vocal or active which are opposed to fundamental British values
  - A Muslim is underpinned by high levels of moral character and social etiquettes
  - Our Humanity can show compassion for those suffering from poverty, disease, famine, war, and oppression

Protect all pupils from harm and to ensure that they are taught in a way that is consistent with the law and the British values of tolerance, democracy, and liberty. (<http://primary.al-ashraf.org.uk/downloads/BritishValuesStatement.pdf>)

- Address both Awareness of *Prevent* and the risks it is intended to.
- Enable pupils to explore issues like terrorism and the use of violence in a considered and informed way.
- Facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government, social justice, and co-existence across the global
- Make pupils aware about extreme views and about those who hold them and why these are Islamically wrong.

This policy describes the activities that The School will undertake in order to ensure that pupils attending the school are safeguarded against being influenced by those who hold violent and extreme views:

- Teach material which emphasis the strengths, weaknesses of democracy in contrast to other forms of government in other countries and how democracy works in Britain.
- Organise visits to local councils, Parliament, and places of worship of other faiths, and encourage contacts with those of other faiths, in political or local office;
- Use teaching resources from a variety of sources to help pupils to understand a range of faiths, and beliefs such as atheism and humanism.'
- Work with the (Local Police) Prevent team to provide adequate awareness training for staff, pupils, and parents.

## 19.4 Staff

The School Will:

Apply its safer recruitment procedures which include DBS (Disclosure and Barring Service) checks and references which are in light with '*Keeping children safe in Education September 2023 and Safer Recruitment and Selection policy*

- Ensure that teachers do not use teaching materials which may encourage intolerance
- Ensure pupils are not actively encouraged by teachers or visitors to the school to support extremist views of any form.
- Provide regular staff training, including newly appointed staff when undergoing induction on the practice of this policy within the school
- Regularly monitor staff conduct and where necessary, i.e., in extreme cases where it is felt that the staff member is a cause for concern, the school will contact the relevant authorities (central Prevent Team, local Police enforcement, etc) for advice on the matter.

## 19.5 Visitors

The School Will Ensure:

- All external speakers being proposed to speak to pupils or do workshops, or other registered UK charities/3rd party organisations seeking to do partnership work with AAPS will be vetted to ensure pupils are not exposed to inappropriate political or controversial messages and that any activity is free from harm and consistent with the values of the school.
- It will not knowingly associate itself with such individuals or organisations that seek to undermine fundamental British values, including democracy and the rule of law,
- Individual liberty and mutual respect and tolerance of different faiths and beliefs is maintained.
- that no material is knowingly brought into the building or distributed that is associated with such individuals and organisations.

## 19.6 Overview

The school will achieve the aims of this policy through a variety of activities throughout the lifetime of the Primary school (below is a small sample of activities which among others can take place in school)

	When	Activity details	Where	Monitored By
1	Throughout the school life	Teach Islamic values of Forgiveness, Helpfulness, Generosity, Respect, Humility, Neighbourliness	Across the curriculum Assemblies	HT/ DHT
2	Throughout the school life	Teach about the Prophet (SAW's) love for all humankind giving specific authentic <ul style="list-style-type: none"> <li>i. Examples of Qur'anic text</li> <li>ii. Examples from Hadeeth</li> <li>iii. Examples from the life of Sahabas (ra)</li> </ul>	Across the curriculum PSHE Assemblies	HT/DHT
3	Throughout the school life	Engagement with Other faith groups	Visits to places of worship and liaising with local schools of other faiths	Class Teachers
4	Throughout the school life	Teaching of British values	PSHE/Assemblies	HT/DHT Class Teachers

The DSL will ensure staff are supported in appropriately judging the initial level of risk and subsequent response to any scenario or issue arising. Henceforth such a concern i.e., what a pupil has allegedly said (in spoken or written word) or is planning to do should be brought to the immediate attention of the Headteacher/DSL whereupon the level of risk will be re-assessed prior to any follow-up or immediate action is to be taken.

A special intervention programme will be put into place for the pupil(s). This will include 1-to-1 mentoring and additional religious literacy to counter the radical and violent extremist narrative.

There will be regular monitoring of the pupil and where necessary, i.e., in extreme cases where it is felt that the pupil(s) is highly vulnerable:

- The school will inform the Trustees and the parents of the pupil/s
- The relevant authorities (central Prevent Team, local Police enforcement) may be contacted for advice/ action should the need arise.

***The above also applies to all staff members involved in any type of extremism/radicalisation***

## **20. INDICATORS AND INFLUENCES OF RADICALISATION/EXTREMISM**

Examples of motivations and influences that make individuals susceptible to engage with an extremist group, cause or ideology include:

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

Examples of Indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group, or cause
- loss of interest in other friends and activities not associated with the extremist

ideology, group, or cause

- possession of material or symbols associated with an extremist cause (e.g., the swastika for far-right groups)
- attempts to recruit others to the group/cause/ideology
- communication with others that suggest identification with a group/cause/ideology.

## 20.1 Intent to cause harm

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

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

Example indicators that an individual has an intention to use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- using insulting or derogatory names or labels for another group
- speaking about the imminence of harm from the other group and the importance of action now
- expressing attitudes that justify offending on behalf of the group, cause, or ideology
- condoning or supporting violence or harm towards others
- plotting or conspiring with others

## 20.2 Capability to cause harm

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

- having a history of violence
- being criminally versatile and using criminal networks to support extremist goals
- having occupational skills that can enable acts of terrorism (such as civil



- engineering, pharmacology, or construction)
- having technical expertise that can be deployed (e.g., IT skills, knowledge of chemicals, military training, or survival skills).

## 21. USE OF SCHOOL PREMISES FOR NON-SCHOOL ACTIVITIES

If the school is let out for services or activities to another body, then we will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place. This applies whether Al-Ashraf primary school students are accessing the services or not.

## 22. IMPORTANT SCHOOL POLICIES

Important school policies are available for staff to view in the school office and the 'safeguarding information for staff' folder in the staffroom. These policies include:

- Behaviour policy
- Anti-bullying policy
- SEN policy
- Staff safer care code of conduct
- Safer recruitment policy
- Intimate care policy
- GDPR policy
- Physical intervention policy
- H&S policy
- Risk assessment policy
- H&S on educational visits policy
- E-safety policy
- ICT acceptable use policy

***To be read in conjunction with 'Keeping Children Safe in Education' (September 2023) and 'Working Together to Safeguard Children in Education' (July 2018). Al-Ashraf Primary School safeguarding policy can be viewed on the school website and hard copies are available in the school office.***

## 23. VERSION HISTORY

30 <sup>th</sup> September 2009	1.0	Head Teacher, Deputy Head, Governing Body
30 <sup>th</sup> November 2013	2.0	Head Teacher, Deputy Head, Governing Body
31 <sup>st</sup> January 2014	3.0	Head Teacher, Deputy Head, Governing Body
19 <sup>th</sup> March 2015	4.0	Head Teacher, Deputy Head Governing Body
1 <sup>st</sup> June 2015	5.0	Head Teacher, Deputy Head, Governing Body
2 <sup>nd</sup> September 2015	6.0	Head Teacher, Deputy Head, Governing Body
7 <sup>th</sup> September 2015	6.1	Head Teacher, Deputy Head, Governing Body
12 <sup>th</sup> September 2015	6.2	Head Teacher, Deputy Head, Governing Body
9 <sup>th</sup> October 2016	7.0	Head Teacher, Deputy Head, Governing Body
14 <sup>th</sup> November 2016	8.0	Head Teacher, Deputy Head, Governing Body
10 <sup>th</sup> September 2017	9.0	Head Teacher, Deputy Head, Governing Body
17 <sup>th</sup> September 2017	9.1	Head Teacher, Deputy Head, Governing Body
3 <sup>rd</sup> September 2018	10	Executive Head Teacher Governing Body
9 <sup>th</sup> September 2018	10.1	Executive Head Teacher Governing Body
29 <sup>th</sup> September 2018	10.2	Executive Head Teacher Governing Body, DSL
1 <sup>st</sup> September 2019	11.0	Head Teacher/ DDSL, DHT, Governing Body
25 <sup>th</sup> February 2020	11.1	Head Teacher/ DDSL, DHT, Governing Body
1 <sup>st</sup> September 2020	12.0	Head Teacher/ DDSL, DHT, Governing Body
1 <sup>st</sup> September 2021	13.0	Head Teacher/ DSL, DDSL, Governing Body
1 <sup>st</sup> September 2022	14.0	Head Teacher/ DSL, DDSL, Governing Body

1 <sup>st</sup> September 2023	15.0	Head Teacher/DHT, DSL, DDSL, Governing Body
22 <sup>nd</sup> April 2024	15.1 page 11,17 Additional information added, EY nursery safeguarding , Newly appointed safeguarding Governor	Head Teacher/DHT, DSL, DDSL, Governing Body