AL-ASHRAF SECONDARY SCHOOL FOR GIRLS

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SAFEGUARDING POLICY

Version:	17.0
Issued Date:	September 2026
Next Review Date:	September 2027
Approved By:	Governing Body, Head Teacher and Deputy Head

CONTENTS PAGE

CONTENTS PAGE **2**

1. OVERVIEW **4**

2. INTRODUCTION **7**

2.1 PURPOSE OF A SAFEGUARDING POLICY 7

2.2 GLOUCESTERSHIRE SAFEGUARDING CHILDREN PARTNERSHIP INTER-AGENCY CHILD PROTECTION AND SAFEGUARDING CHILDREN PROCEDURES ..7

2.3 IMPLEMENTATION, MONITORING & REVIEW OF THE SAFEGAURDING POLICY 7

2.4 MISSION STATEMENT 7

2.7 ESAFETY 10

3. STATUTORY FRAMEWORK **8**

4. SCHOOL STAFF & VOLUNTEERS **8**

5. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES OR PHYSICAL HEALTH ISSUES **9**

6. Esafety & Online Safety **10**

7. DESIGNATED SAFEGUARDING LEAD (DSL) **11**

7.1 MANAGING REFERRALS 11

7.2 MULTI-AGENCY WORKING 11

7.3 TRAINING 11

7.4 CHILD PROTECTION FILE 12

8. THE GOVERNING BODY **13**

9. SCHOOL PROCEDURES - STAFF RESPONSIBILITIES **14**

10. COMMUNICATION WITH PARENTS **14**

11. WHEN TO BE CONCERNED **15**

11.1 INFORMATION SHARING GDPR **15**

12. DEALING WITH A DISCLOSURE **16**

12.1 RECORD KEEPING **17**

12.2 SUPPORT 17

12.3. FOLLOW-UP BY THE DESIGNATED SAFEGUARDING LEAD 18

13. FLOWCHART OF ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD ..... ERROR! BOOKMARK NOT DEFINED. **19**

14. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS **20**

15. WHAT SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT ANOTHER STAFF MEMBER **21**

16. WHISTLEBLOWING - WHAT SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT SAFEGUARDING PRACTICES WITHIN THE SCHOOL **22**

17. VISTORS **22**

18. WORK EXPERIENCE **22**

19. HOST FAMILIES **23**

20. WITHDRAWAL FROM THE SCHOOL **23**

21. CHILD ABSENT FROM EDUCATION **24**

22 Virtual School **25**

23. OFFER OF EARLY HELP ……26

24. TYPES OF ABUSE, NEGLECT AND EXPLOITATION……27

25. INDICATORS OF HARM……28

25.1 PHYSICAL ABUSE ……28

25.2 EMOTIONAL ABUSE…. …… 31

25.3 NEGLECT …… 32

25.4 SEXUAL ABUSE …… 34

CHILD ON CHILD ABUSE……36

CHILD ABDUCTION……37

CHILD SEXUAL EXPLOITATION …… ……37

CHILD CRIMINAL EXPLOITATION……38

DOMESTIC VIOLENCE……38

MENTAL HEALTH……39

HONOUR BASED VIOLENCE……39

FORCED MARRIAGE…… .39

FGM……40

RADICALISATION AND EXTREMISM……43

PREVENT…… ..43

POLICY & PROCEDURES ON PREVENTING RADICALISATION & EXTREMISM…… 44

26 SPECIFIC SAFEGUARDING ISSUES …… ….. 48

27 VERSION HISTORY…… 49

1 OVERVIEW

Named personnel with designated responsibility for Safeguarding:

Academic Year	Designated Safeguarding Lead	Deputy Designated Safeguarding lead	Deputy Designated Safeguarding lead	Nominated Governor	Chair of Governors
2026/27	Mrs Firoza Ismail	Mufti Abdullah Patel	Khadijah Patel	M. Dariai	Shahid Vaid
2025/26	Mrs Firoza ismail	Mufti Abdullah Patel	Khadijah Patel	M. Dariai	Shahid Vaid
2024/25	Mrs Firoza ismail	Mufti Abdullah Patel	Khadijah Patel	M. Dariai	Shahid Vaid
2023/24	Mrs Firoza ismail	Mufti Abdullah Patel		M. Dariai	Shahid Vaid
2022/23	Mrs Firoza ismail	Mufti Abdullah Patel		S.Hassanjee	Shahid Vaid
2021/22	Mrs Firoza Ismail	Mufti Abdullah Patel		S Hassanjee	Shahid Vaid
2020/21	Mrs Firoza Ismail	Mufti Abdullah Patel		S Hassanjee Child Protection Course for School Governors completed on: 02/02/20	Shahid Vaid
2019/20	Mrs Firoza Ismail	Mufti Abdullah Patel		A. Jadwat	Shahid Vaid
2018/19	Mrs Firoza Ismail	Mufti Abdullah Patel		A. Jadwat	Shahid Vaid
2017/18	Mrs Firoza Ismail	Mufti Abdullah Patel		A. Jadwat	Shahid Vaid
2016/17	Mrs Firoza Ismail	Mufti Abdullah Patel		A. Jadwat Safeguarding Course for School Governors Completed on: 08/02/17	Shahid Vaid
2015/16	Mrs Firoza Ismail	Mufti Abdullah Patel		A. Jadwat	Yakub Patel
2014/15	Mrs Firoza Ismail	Mufti Abdullah Patel		S. Kathrada	Yakub Patel
2013/14	Mrs Firoza Ismail	Mufti Abdullah Patel		S.Kathrada	Yakub Patel
2012/13	Mrs Firoza Ismail	Mufti Abdullah Patel		S. Kathrada	Yakub Patel
2011/12	Mrs Firoza Ismail	Mufti Abdullah Patel		S. Kathrada	Yakub Patel
2010/11	Mrs Firoza Ismail	Mufti Abdullah Patel		S. Kathrada	Yakub Patel
2019/10	Mrs Firoza Ismail	Mufti Abdullah Patel		S. Kathrada	Yakub Patel
2008/09	Mrs Firoza Ismail	Mufti Abdullah Patel		S.Kathrada	Yakub Patel
2007/08	Mrs Firoza Ismail	Mufti Abdullah Patel		S. Kathrada	Yakub Patel

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

Whole school	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead 1	Deputy Designated Safeguarding Lead 2
	11th March 2026 Child Protection Inter-Agency Level 3. GSCP		
		8th January 2025 Child Protection Inter-Agency Level 3. GSCP	
	16th January 2024 Advanced Certificate in Safeguarding for Safeguarding Leads 2023/2024 The National College	**22nd November 2024** Advanced Certificate in Safeguarding for Safeguarding Leads 2023/2024 The National College	**Child Protection Inter-Agency Level 3** GSCP 15/07/2024
	22nd January 2022 Annual Certificate in Online Safety for Schools (2021/2022) The National College		**CSE Level 2** **GSCP** **25/11/2024**
5th December 2023 **Child Protection Training** **GSCP**	**22nd January 2022** Advanced Certificate in Safeguarding for Safeguarding Leads (Level 3) 2021/2022 The National College	**16th January 2024** Annual Certificate in Safer Recruitment for Independent Schools (2023-2024) THE National College	**Criminal Exploitation & County Lines** **25/11/2024**
25th February 2020 Child Protection Training GCSE	**25th February 2020** Child Protection Training GCSE	**22nd December 2022** Advanced Certificate in Safeguarding for Safeguarding Leads 2022/2023 The National College	**FGM** **11th Nov 2024** **GSCP**
	19th November 2019 Schools GDPR and Safeguarding, legal update Judicium Education	**16th September 2021** Annual Certificate in Online Safety for Schools – National College	
	3rd October 2019 GSCE Child Protection Inter Agency Revision & Update	**28th December 2020** Advanced Certificate in Safer Recruitment in Schools – The National College	
2nd September 2019 Child Protection Revision & Update (In house)		**25th December 2020** Certificate in The Prevent Duty in Schools – The National College	

	6th November 2018 Safeguarding & Early Help for schools Forum Cheltenham College	**23rd Dec 2020** Advanced Certificate in Safeguarding for Designated Safeguarding Leads (2020-21) The National College	
Whole school	**Designated Safeguarding Lead**	**Deputy Designated Safeguarding Lead**	
3rd September 2018 Child Protection Revision & Update (in house)	**13th October 2018** GSCB Community Safeguarding Event	**13th October 2018** GSCB Community Safeguarding Event	
	3rd May 2017 GSCB Child Protection Revision & Update	**7th December 2017** GSCB Child Protection Revision & update	
3rd January 2017 Child Protection Training GSCB	**3rd January 2017** Child Protection Training GSCB	**21st February 2017** Safer Recruitment in Education NSPCC Online Training	
	8th December 2016 Channel General Awareness Online		
30th August 2016 and 31st August 2016 Child Protection Training (in house) Prevent Training (in house)	**2nd November 2016** Safeguarding Forum Hatherop Castle School		
1st September 2015 Child Protection Training (in house) Prevent Training (in house)	**14th October 2015** Prevent & Safeguarding Forum Hatherop Castle School	**3rd September 2015** Channel General Awareness Online	
21st April 2015 Child Protection Training (in house)	**14th April 2015** GCSB Child Protection Revision & Update	**21st May 2015** GCSB Child Protection Revision & Update Course	
28th January 2014 Level 1 Training in Child Protection & Safeguarding (in house)	**19th March 2013** GSCB Child Protection refresher course	**5th March 2009** NCSL Safer Recruitment Online Training	
31st January 2011 Child Protection Training (in house)	**10th Feb 2010** Multi-Agency Advanced CP Course delivered by GSCB	**14th January 2008** GSCB Foundation Child Protection Training	
30th September 2009 GSCB Child Protection Training Course	**15th January 2007** GSCB Child Protection Training Course		
19th December 2008 Child Protection Training (in house)	**12th July 2006** Child Protection Training Rapido		

2 INTRODUCTION

Safeguarding and promoting the welfare of children is **everyone's** responsibility and is defined for the purposes of this policy as:

- protecting children from maltreatment, inside or outside the home, including online.
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.
- Children includes everyone under the age of 18.

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

In particular, this policy should be read in conjunction with the following:

- Safer Recruitment Policy
- Recruitment of Ex-Offenders
- Code of Conduct/Staff Behaviour Policy,
- Child on Child Abuse (including harassment & violence) Policy,
- Anti-Bullying Policy,
- Behaviour & Exclusion Policy & Procedures
- ICT Acceptable Use Policy (Staff & Pupils)
- eSafety Policy
- Online Safety Policy
- Social Media Policy
- Remote Learning Policy
- Attendance Policy
- Low Level Concerns Policy
- Offer of Early Help

2.1 Purpose of a Safeguarding Policy

To inform staff, parents & volunteers about the school's responsibilities for safeguarding pupils. 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. http://www.gscp.org.uk/

2.3 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 Senior Leadership Team, Designated Safeguarding Lead and through staff performance measures.

2.4 Mission Statement

Establish and maintain an environment where pupils 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 wellbeing of a pupil.

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

Ensure that pupils who have been abused will be supported in line with this Safeguarding Policy, where deemed necessary.

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

Consider how pupils 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 pupils are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the **best interests** of the pupil.

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

All pupils at AASSG are aware of a number of staff who they can talk to. They are also aware of who the school Pastoral Care is. 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 inform pupils of whom they might talk to, both in and out of school, their right to be listened to and be heard and what steps can be taken to protect them from harm.

School's arrangement for consulting with and listening to pupils is through the **Student Council**.

We make pupils aware of these arrangements through Assemblies.

3. STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of pupils, the school will act in accordance with the following legislation and guidance:

The Children Act 1989 (section 17 and 47)
The Children Act 2004
Education Act 2002 (section 175)

Gloucestershire Safeguarding Children Partnership Inter-agency Child Protection and Safeguarding Procedures (Electronic)
Working Together to Safeguard Children (DfE March 2026)
The Education (pupil Information) (England) Regulations 2005
What to do if you are worried a Child is being Abused
Departmental advice Sexual Violence & Sexual Harassment Between Children in Schools & Colleges
Data Protection Act 2018 & UK GDPR
Keeping Children Safe in Education (DfE September 2026)

Working Together to Safeguard Children (DfE March 2026) requires all schools to follow the procedures for protecting children from abuse which are established by the Gloucestershire Safeguarding Children Partnership.

Schools should be aware of and follow the procedures established by the 3 Safeguarding Partners. 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 as Designated Safeguarding Lead (DSL) 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 year.

4 SCHOOL STAFF & VOLUNTEERS

School staff and volunteers are an important part of the wider safeguarding system for children as they are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop due to their regular contact with pupils.

All staff and volunteers have a responsibility to provide a safe environment in which pupils can learn and all staff should be aware of and prepared to identify pupils who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a pupil's life, from the foundation years through to teenage years.

All 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 refresher training every year. In addition to this, child protection updates are delivered to all staff via emails and Staff Meetings as required.

5 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES OR PHYSICAL HEALTH ISSUES

Pupils with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. These additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:

• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

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

• the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

• communication barriers and difficulties in managing or reporting these challenges.

The school will consider extra Pastoral support and attention for these pupils along with ensuring any appropriate support for communication is in place.

Further information can be found in the Department's: **SEND Code of Practice 0 to 25 and Supporting Pupils at School with Medical Conditions.**

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil who is the subject of a child protection plan or where there is an existing child protection file, we will call a risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Trustees

6. eSafety & Online Safety

To ensure pupils stay safe online:

- Appropriate filters and monitoring are kept in place.
- A planned staying safe online programme is provided as part of pupils Introduction to ICT lessons. This programme covers both the use of ICT and new technologies in school and outside of school. This includes:
- social networks
- Text messages & messaging apps
- Email & private messaging
- Online chats
- Comments on live streaming chats
- Voice chat in games
- Pupils are taught across the Partnership to be aware of illegal, inappropriate and dangerous materials that they can come across on the internet when doing research.
- Pupils are taught in Citizenship lessons and across the school to be aware of harmful materials/content they can access on-line and are guided to validate the accuracy of the information.
- Pupils are helped to understand the need for the Pupil AUP and encouraged to adopt safe and responsible use of ICT, the Internet and mobile devices both within and outside of school.

- CyberBullying, stranger danger online, discussed in assemblies and how/who to report it to.
- Child on Child abuse online, discussed in assemblies and how/who to report it to
- E-Safety on social networking sites also covered during Citizenship and ICT lessons
- Talks are held regularly by esafety officers from Gloucester Constabulary about staying safe online, this includes:
- Personal online behaviour which can increase the likelihood of harm
- Being subjected to harmful online interaction with other users
- cyberbullying,
- Reporting abuse,
- child sexual exploitation/grooming
- sexting (pressure or coercion to create sexual images)
- Extremism and Radicalisation

7 DESIGNATED SAFEGUARDING LEAD (DSL)

Governing bodies and proprietors should ensure that the school appoints an appropriate senior member of staff from the school leadership team to the role of designated safeguarding lead (DSL). The DSL should take lead responsibility for safeguarding and child protection.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection remains with the designated safeguarding lead; this **lead responsibility** cannot be delegated.

The Designated Safeguarding Lead (DSL) for Child Protection in this school is: **Mrs Firoza Ismail**

A DSL Deputy/Deputies should be appointed to act in the absence/unavailability of the DSL.

The Deputy Designated Safeguarding Leads for Child Protection in this school are: **Mr Abdullah Patel** and **Mrs Khadijah Patel**

The designated safeguarding lead (or a deputy) will always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or a deputy) is not available, this should not delay appropriate action being taken. All school staff have DSL and DDSLs mobile numbers and email addresses.

Any action taken should be shared with the designated safeguarding lead (or a deputy) as soon as is practically possible

The broad areas of responsibility for the designated safeguarding lead are:

7.1 Managing referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;

- 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;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a pupil to the Disclosure and Barring Service as required; and

Refer cases where a crime may have been committed to the police as required. ie FGM).

7.2 Multi-Agency Working

AASSG works with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of **Early Help** or community based **Family Help** when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

7.3 Training

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

The designated safeguarding lead and any deputies also undertake Prevent awareness training in order to understand and support the school with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

In addition to the formal Safeguarding training mentioned above, other knowledge and skills are also refreshed at regular intervals, as required, but at least annually to allow understanding and to keep up with any developments relevant to their role so they:

- 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.
- Encourage a culture of listening to pupils and taking account of their wishes and feelings, amongst all staff, in any measures the school may put in place to protect them.
- 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;
- Take lead responsibility for online safety, which could include overseeing and acting on:

- filtering and monitoring reports
- online safeguarding concerns
- checks to filtering and monitoring systems
- Work closely with IT Service Providers
- Work closely with IT staff

Ensure each member of staff:

- has access to and understands the school's Safeguarding Policy and Procedures, especially new and part time staff;

- is alert to the specific needs of pupils in need, those with special educational needs and young carers;

- is able to keep detailed, accurate, secure written records of concerns and referrals;

7.4 Child Protection File

Where pupils 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. These will be clearly marked 'Child Protection, Confidential, for attention of Designated Person in charge of Child Protection.'

If the pupil goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and sent to the Education Social Work Service. Original copies will be retained until the Pupil's 25th birthday.

8. THE GOVERNING BODY

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must have regard to the document **Keeping Children Safe in Education - Sept 2026**, to ensure that:

- Child protection policies, procedures and training in their schools are effective in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare

The nominated governor for child protection is:
Mrs Mariam Dariai

The responsibilities placed on governing bodies and proprietors include:

- Their contribution to Inter-agency working in line with statutory guidance Working Together to Safeguard Children. Working with social care, the police, health, services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of pupils are identified and contributing to Inter-agency plans to provide additional support to children subject to child protection plans.
- Allow access for children's social care from the host local authority and where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct an assessment.

- Ensuring that an effective Safeguarding Policy is in place, together with a staff behaviour policy/Code of Conduct.
- 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 pupils are taught about how to keep themselves safe.

9 SCHOOL PROCEDURES - STAFF RESPONSIBILITIES

If any member of staff is concerned about a pupil 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.

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

Particular attention will be paid to the attendance and development of any pupil 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 Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the pupil's academic file.

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

10. COMMUNICATION WITH PARENTS

AASSG will ensure the Safeguarding Policy is available publicly via the school website.

It will make parents have an understanding of the responsibilities placed on the school and staff for safeguarding pupils and of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

If a referral needs to be made, parents will be informed prior to this, unless it is considered that to do so might place the pupil at increased risk of significant harm by:

- the behavioural response it prompts e.g. a pupil being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser is 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.

11 WHEN TO BE CONCERNED

Staff members and volunteers 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 pupil, staff members should always act in the **best** interests of the pupil.

All staff and volunteers are made aware of the types of safeguarding issues than can occur in/out of school and online and should be concerned about a pupil if she presents with any possible indicators.

Knowing what to look for is vital to the early identification of abuse, neglect & other safeguarding concerns. Types of safeguarding concerns are described from page 26 and beyond). If staff are unsure, they should always speak to the DSL or a Deputy DSL.

All staff should be prepared to identify pupils who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a pupil's life, from the foundation years through to the teenage years. (see school's **Offer of Early Help** in the Policies section on the school website

Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping a pupil safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan).

If concerned, the staff member will need to act on them immediately by following the school's Safeguarding Policy & Procedures. Where possible a conversation with the DSL or a Deputy DSL should take place to agree a course of action, although any staff member can make a referral to Children's Social Care. (01452) 426565

Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Safeguarding Partners.

If a staff member fears that a pupil is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately as anyone can make a referral.

Where a referral has NOT been made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

All staff members have access to the DSL and DSL Deputies Mobile Numbers.

INFORMATION SHARING – GDPR

The Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR).
DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or deputies. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of pupils.

12 DEALING WITH A DISCLOSURE

All cases of suspected child abuse (physical, sexual, emotional, neglect, FGM, CSE etc) should be given the highest priority.

A pupil may tell you that she has been abused OR you may have good reason to suspect that abuse is taking place or the pupil is suffering neglect.

Your role is to listen, not to investigate. This is very important.

Where a pupil feels able to disclose abuse, it is generally a sign of a strong and trusting relationship. Such a disclosure may, however, come as a great shock to the person concerned. Care must be taken to avoid showing this and to offer reassurance to the pupil. Be aware of the importance of adopting a **supportive role**.

The conversation should be held in a **private area** where there are not likely to be any interruptions. (It is highly recommended that a DSL should be present, but this is not always possible.)

The following sequence of actions should be adhered to.

ACT

- Immediately if a pupil arrives in school needing urgent medical treatment. Take the pupil to the School office First Aider, who will consult the appropriate medical professionals to arrange treatment.

LISTEN

- To what is being said without displaying shock or disbelief
- Stay calm
- Do not interrupt. Do not prompt. Do not over-question which could later be interpreted as putting pressure on the pupil.
- Allow the pupil to talk freely
- Listen, only asking questions when necessary to clarify. Pose the questions in an open manner in order to avoid leading the pupil in any way, such as “Is there anything else you want to tell me?”
- Accept what is being said
- Ressure the pupil, but not promise confidentiality - it might be necessary to refer to Children Services: Safeguarding and Specialist Services.
- Reassure her that what has happened is not her fault
- Reassure the pupil that she is right to have told you.
- Acknowledge how hard it was for the pupil to tell you.
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Do not promise that you will sort everything out

- Make a written record (see **Record Keeping** below)

In the case of disclosure of physical abuse, you should not ask a girl to remove or adjust clothing to be able to observe marks, bruising or injury.

Where sexual abuse is suspected or alleged, it is essential not to try to investigate the situation. It is also important to remember that it is the most difficult subject for children to discuss and in addition they may be afraid of the implications of 'telling' or may be under threat of reprisals.

Do not discuss with any other staff, even if the pupil asks you to.

Let the pupil know about confidential help-lines.

Child line 0800 1111 www.childline.org.uk

NSPCC 0808 800 5000

Report

to children services (01452) 426565 as anyone can make a referral, or
orally immediately to the Designated Safeguarding Lead (DSL) with reference to any immediate danger to the pupil. In the absence of the DSL, this should be reported to the Headteacher/DSL Deputies. Pass the handwritten record of the conversation to the Designated Safeguarding Lead/Deputies without delay.

12.1 RECORD KEEPING

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

- Record In detail a handwritten, accurate, factual record of the conversation as soon as possible and certainly on the same day. The statements and observations should not be your interpretation of the pupil's words or your assumptions.
- Draw a diagram to indicate the position of any injuries.
- Record the date, time, place and any noticeable non-verbal behaviour by the pupil.
- Sign and date this record.
- Not destroy the original notes in case they are needed by a court.
- Hand this record, in a sealed envelope, to the DSL without delay
- No copies should be retained by the member of staff or volunteer.

Remember that your notes of the discussion may be needed in subsequent court proceedings. You are accountable for its accuracy.

- Any comments made by a parent/guardian should be noted accurately as soon as possible.
- This record must also be signed and dated.

The DSL will store records written by all involved adults and will produce hand-written records of the observations, conversations, contact with external agencies and action taken.

12.2 Support

Dealing with a disclosure from a pupil and safeguarding issues can be stressful for both the pupil and the member of staff/volunteer. Therefore support should be provided for the pupil via Pastoral Care and the staff/volunteer should consider seeking support for herself (if needs be) and discuss this with the DSL.

If it seems necessary to the pupil's welfare, the DSL will pass on selected information to Pastoral Care. This information will be on a strictly "need to know" basis.

It is essential that pupils who are known to be at risk, or about whom there has been concern in the past, are observed closely in school and that the DSL is alerted immediately to concerns. He/she will liaise with the appropriate Children's Services office.

The DSL will follow the Gloucestershire Safeguarding Children Partnership procedures in the appropriate manner.

The DSL will approach Parents and the 3 Safeguarding Partners (Social Care, NHS Service and the Police) as appropriate. It is good practice to discuss concerns with the parents and where possible to seek agreement, but this will not be done if it would place the pupil at increased risk.

If there is an injury and it is so serious that immediate medical treatment is required, the DSL will arrange for the pupil to be taken to hospital, usually accompanied by a First Aider. The parent(s) will be informed that this action has been taken.

12.3 Follow-up by the Referrer (DSL or staff member/volunteer who makes the referral)

If a pupil is referred to the Children's Services team by the Designated Safeguarding Lead or a staff member/volunteer:

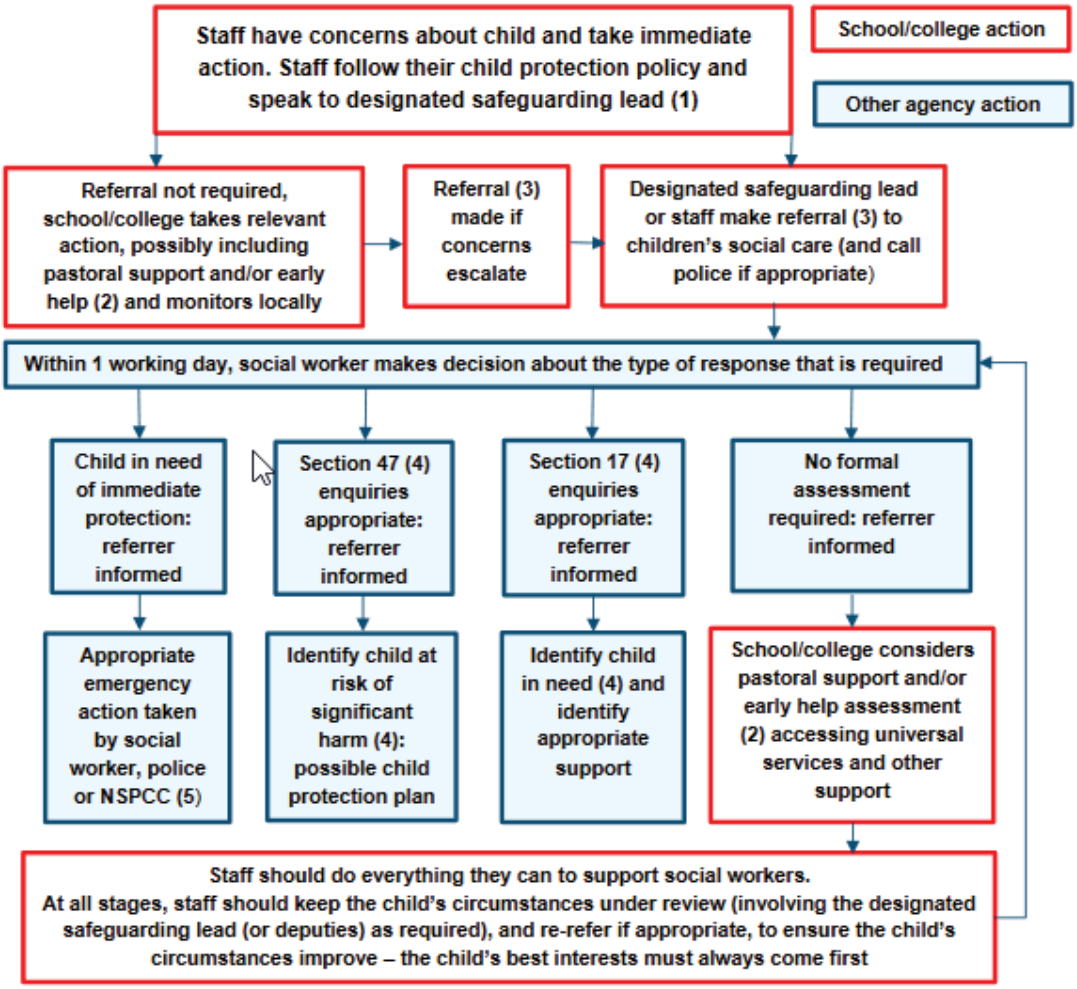
- The written referral should be acknowledged within one working day.
- Staff should follow up on a referral should that information not be forthcoming.
- If the DSL hears nothing within five days, the DSL should contact Children's Services again.

An initial assessment should take place within seven/ten working days that is seeing and speaking to the child (and family members, as appropriate.)

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local **Escalation Procedures** to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(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 co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) 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. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).

14 ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

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

- Behaved in a way that has, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil
- Behaved towards a pupil or pupils in a way which indicates she/he would pose a risk of harm to pupils.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This applies to any pupil the member of staff/volunteer has contact within their personal, professional or community life inside or outside of school.

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 by the pupil should take the matter seriously and keep an open mind. She 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 Head Teacher.

We will apply the same principles as in the rest of this document and we will always follow the Gloucestershire Safeguarding Children Partnership procedures that can be accessed at http://www.gscp.org.uk/

If the allegations are about the Head Teacher, then the Chair of Governors should be contacted. The Chair of Governors in this school is:

Name: **Mr Shahid Vaid** Contact Number**:** **07912 608677**

schoolgovernor@alashraf.gloucs.sch.uk

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

Name: **Mrs Mariam Dariai** Contact Number: **07809 294956**

mdariai@al-ashraf.gloucs.sch.uk

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 Head Teacher 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 Designated Officer of the local authority (LADO).

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Designated Officer of the local authority 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 and

Tracy can be contacted on 01452 426320 or tracy.brooks@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 Head Teacher should, as soon as possible, following briefing from the Designated Officer of the local authority inform the subject of the allegation.

The individual should be given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police.

15 WHAT SCHOOL AND COLLEGE STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT ANOTHER STAFF MEMBER

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

Where there are concerns about the Headteacher, this should be referred to the chair of governors.

Low Level Concerns about a staff member

A low-level concern is any concern – or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt', then this should be shared in accordance with the school's **Low-level Concerns Policy**. (on the school's webste).

16 WHISTLE BLOWING

WHAT SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT SAFEGUARDING PRACTICES WITHIN THE SCHOOL

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

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's senior leadership team.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found via: **Whistleblowing for Employees**

- The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled. Staff can call **0800 028 0285** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and 9.00 am – 6.00 pm at weekends.
email: **help@nspcc.org.uk**

Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

17. Visitors

Schools do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's relatives or other visitors attending a sports day). The Headteacher and Deputy Head should use their professional judgment about the need to escort or supervise visitors.

18. Work Experience

Schools organising Work Experience placements should ensure that Policies and Procedures are in place to protect pupils from harm.

Barred list checks by the DBS might be required on some people who supervise a pupil under the age of 16 on a Work Experience Placement. The school would have to consider the specific circumstances of the work experience, in particular the **nature of the supervision** and the **frequency of the activity being supervised**, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the pupil will be:

- **Unsupervised**, and

- providing the teaching/training/instruction frequently (more than 3 days in a 30-day period or overnight).

If the person working with the pupil is unsupervised and the same person is in frequent contact with the pupil, the work is likely to be regulated activity. If so, the school or college could ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

Schools and colleges are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience.

If the activity undertaken by the child on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases and where the child is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for the child/young person in question. DBS checks cannot be requested for children/young people under the age of 16.

19. HOST FAMILIES

Where it comes to the attention of any member of staff or volunteer at AASSG that a pupil under the age of 16 is living with a host family that is not related to her family in any way, the Designated Safeguarding Lead for Child Protection should be notified in the first instance.

The school will notify the local authority of the circumstances and the local authority will check that the arrangement is suitable and safe for the pupil.

20 WITHDRAWAL FROM THE SCHOOL

In the case of a pupil who is leaving this school and for whom there has been a child protection concern:

- Child protection records will be passed on by the DSL to the DSL at the receiving school.
- If the pupil is on the Child Protection Register, the DSL will contact her Social Worker.

In the case of any child of compulsory school age for whom parents have given notice, the School will:

- find out the name and address of the receiving school, check that the pupil has started at the new school and send on his/her school records
- inform the local authority of the destination school, or a parent's intention to home-educate their daughter or if there is no known destination school
- inform the local authority if a child is due to start at this school and does not turn up
- check, if parents have said that they are moving abroad, with the school to which they are moving
- keep a summary log of children who have left the school

In the case of a pupil who has to leave due to non-payment of fees, the School will inform the pupil's local authority.

21 CHILD ABSENT FROM EDUCATION

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A pupil absent from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff members should follow the school's procedures for dealing with pupils who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their being absent or going missing in future.

It is essential that all staff are alert to what signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

All schools must inform their 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
- left school suddenly and the destination is unknown
- have been certified by doctors that the pupil is unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither she nor her parents have indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- have been permanently excluded

This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. This way local authority can follow up the pupil who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

The DSL will notify the ***Access to Education Team at Gloucester County Council***:

- if there is an unexplained absence of more than two days of a student who we know is on the Child Protection Register. It is the responsibility of the Office Staff to alert the designated staff of such an absence.
- if any pupil who has 5 or more days of continuous absence from school without explanation,
- If a pupil has been absent without the school's permission for a continuous period of 5 school days or more,

- If a pupil's attendance falls below 90% and parents have not provided a letter from a GP or other medical expert that the absence is due to a valid medical reason.

The school follows the Gloucestershire LA procedures "*Children Missing education (CME*).
Access to Education Team at Gloucestershire County Council

22 Virtual School & Looked after Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect.

At AASSG, Governing bodies and proprietors ensure that appropriate staff has the skills, knowledge and understanding to keep looked after children safe.

The DSL/DDSL should have:

- access to the information they need in relation to a child's looked after legal status
- information about the child's care arrangements
- levels of authority delegated to the carer by the local authority looking after her.
- details of the child's social worker
- Name of the Virtual School Head in the authority that looks after the child.

A designated trained teacher/DSL/DDSL should work with local authorities to promote the educational achievement of registered pupils who are looked after.

Virtual School Heads manage pupil premium plus for looked after children and receive this funding based on the latest published number of children looked after by the local authority.

The designated teacher/DSL/DDSL should work with the Virtual School Head to discuss how 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 PEP (personal education plan).

23 Early Help/Family Help

At AASG we realise that providing "Early Help" or "Family Help" is more effective in promoting the welfare of pupils than reacting later. "Early Help" or "Family Help" means providing support as soon as a problem emerges, at any point in a pupil's life, from the foundation years through to the teenage years. (Ref - Working Together to Safeguard Children 2026).

School Staff are aware that any child may benefit from early help/family help, but should be particularly alert to the potential need for early help for a child who:

• is disabled or has certain health conditions and has specific additional needs
• has special educational needs (whether or not they have a statutory Education, Health and Care plan)
• has a mental health need
• is a young carer

• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
• has exhibited early signs of abusive, violent and/or harmful behaviours
• is frequently missing/goes missing from care or from home
• is at risk of modern slavery, trafficking, sexual or criminal exploitation
• is at risk of being radicalised into terrorism
• has a family member in prison or custody, or is affected by parental offending
• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
• is misusing alcohol and other drugs themselves
• has returned home to their family from care
• is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
• is a privately fostered child, or
• is persistently absent from education, including persistent absences for part of the school day

(**Offer of Early Help is on our school website).**

24. Types of abuse and neglect

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. Harm can include ill treatment that is not physical as
Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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.

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 insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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.

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 penetration with an object) 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

5. **Neglect:** 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.

25 INDICATORS OF HARM

25.1 Physical Abuse

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

Indicators in the Pupil

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- 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, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting

- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechial haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a pupil will have had a fracture without the carers being aware of the pupil's distress. If the pupil is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- 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

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to his/her own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem

- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, 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. Scalds are the most common intentional burn injury recorded. Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, 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.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

Scars

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

Emotional/behavioural presentation

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

Indicators in the parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness.
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child.
- Wider parenting difficulties may (or may not) be associated with this form of abuse.
- Parent/carer has convictions for violent crimes.

Indicators in the family/environment

Marginalised or isolated by the community
History of mental health, alcohol or drug misuse or domestic violence
History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

25.2 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 children 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 from participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing child 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, though it may occur alone.

Indicators in the Pupil

Developmental delay

- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated 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
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

Indicators in the parent

Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
Abnormal attachment to child e.g. overly anxious or disinterest in the child
Scapegoats one child in the family
Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.
Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators of in the family/environment

Lack of support from family or social network.
Marginalised or isolated by the community.
History of mental health, alcohol or drug misuse or domestic violence.
History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

25.3 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.

Indicators in the Pupil

Physical presentation

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea
- Unmanaged / untreated health / medical conditions including poor dental health
- Frequent accidents or injuries

Development

- General delay, especially speech and language delay
- Inadequate social skills and poor socialization

Emotional/behavioural presentation

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem

- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

Indicators in the parent

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child .e.g. anxious
- Low self esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

Indicators in the family/environment

- History of neglect in the family
- Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for children to play and learn

25.4 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 a child in looking at, or in the production of, sexual images, watching sexual activities, encouraging child 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.

Indicators in the Pupil

Physical presentation

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- 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.

Emotional/behavioural presentation

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own)
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression
- Indicators in the parents
- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

Indicators in the family/environment

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender.

CHILD ON CHILD ABUSE

All staff are aware that children can abuse other children (referred to as Child on Child abuse). And that it can happen both inside and outside of school and online.

All staff should be clear as to the school's **Child on Child Abuse Policy and Procedures** and the important role they have to play in recognising the indicators, preventing it and responding where they believe a pupil may be at risk from it. (AASSG **Child on Child Abuse Policy including Sexual Harassment & Sexual Violence** is on the school website).

CHILD ABDUCTION

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child.
Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

At AASSG, we give pupils practical advice on how to stay safe when they walk to and from school and why not to engage in conversations with strangers. They are advised to report to the DSL or any member of staff if they notice anyone acting suspicious or loitering around the school.

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

- These type of harms can be committed or facilitated by an organised network or gang and children may identify as part of one of these groups
- most sexual abuse is committed by someone known to the victim
- children are not always recognised as victims and can be criminalised for actions they take while under coercion.

CHILD SEXUAL EXPLOITATION (CSE)

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

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

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 are regularly absent from school or education or do not take part in education.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children

involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims.
They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.
It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation

Domestic Abuse

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse 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. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, emotional and controlling behaviour. All of which can have a detrimental and long-term impact on a child's health, well-being, development, and ability to learn.

Mental Health

All staff should be aware that mental health problems can develop into safeguarding concerns. .

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be struggling with their mental health. Schools can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.
If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the Safeguarding Policy, and speaking to the Designated Safeguarding Lead

or safeguarding Deputy. The mental health support or intervention offered will be evidenced as safe, effective and appropriate for the need and phase of education.

Young Carers

This new section sets out how schools should be alert to the needs of young carers.
At AASSG, we recognise that caring responsibilities can impact attendance, attainment, behaviour and wellbeing. Early identification is key to making sure young carers receive support at the right time from the right services.

Information on so-called 'HONOUR BASED' Abuse

So-called 'honour-based' Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. 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 HBA, or already having suffered HBA.

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy

FORCED MARRIAGE

This is an entirely separate issue from an arranged marriage. Forcing a person into a marriage is a human rights abuse and is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties 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. 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 can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 32-36 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

In addition, **since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday**, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long lasting harmful consequences.

All Staff 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. Staff 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.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of her work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, **the teacher must personally report this to the police.** Those failing to report such cases will face disciplinary sanctions.

It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at **Mandatory reporting of female genital mutilation procedural information.**

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

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

- A pupil talking about getting ready for a special ceremony

- 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, Ethiopia, Sudan, Chad, Sierra Leon, Burkina Farso, Egypt, Nigeria, Liberia, Mali, Guinea, Eritrea, Uganda, Tanzania as well as non-African communities including Yemen, Iraq, Indonesia, Malaysia)
- 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

Signs that may indicate a Pupil 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 can't talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure
-

The role of the school

As per Guidelines for schools, AASSG will 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.
- FGM awareness delivered to kS3 pupils through PSHE Lessons. Making pupils aware that it is illegal in the UK and a form of Child Abuse even if performed abroad.
- Display relevant Helpline number/s in the school.
- Displaying and circulating materials around FGM to pupils.

WHAT TO DO WHEN YOU ARE CONCERNED THAT A PUPIL MAY BE AT RISK OF, OR HAS UNDERGONE, FGM:

Staff may be concerned about a pupil because she is exhibiting some of the signs described above: Alternatively, a pupil may approach a member of staff because she is concerned that she is at risk, or to disclose that she has undergone FGM. Girls may be most at risk during the long summer holiday, so staff may wish to pay particular attention in the summer term, and when girls return to school in the autumn.

Any member of staff may make a referral to children's social care, but in most cases staff will initially share their concerns with the school's designated safeguarding lead (DSL).

The actions set out below may be taken by either the staff member who first identifies a concern, or by the DSL.

All efforts should be made to establish the full facts from the pupil at the earliest opportunity.

A written record must be made on the same day and passed onto the DSL - see Record Keeping (No 12.1)

- Once the full facts have been established, the member of staff should be able to decide on the level of response required.
- If there is an indication that the pupil is at risk of FGM or has undergone FGM, or she has expressed fears of reprisals or violence, the information must be shared with both the police and children's social care.

Staff should:

- ✓ talk about FGM in a professional and sensitive manner, in line with Section 4.2
- ✓ explain that FGM is illegal in the UK and that they will be protected by the law
- ✓ recognise and respect their wishes where possible, but child welfare must be paramount.

FGM is child abuse and against the law. If a member of staff believes that the girl is at risk of

FGM, or has already undergone FGM, the police and social services must be informed even if this is against the pupil's wishes. If you do take action against the pupil's wishes, you must inform her of the reasons why.

- ✓ activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and chldren's or adults' social care
- ✓ ensure that the girl is informed of the long-term health consequences of FGM to encourage her to seek and accept medical assistance
- ✓ liaise with the DSL
- ✓ refer the pupil, with her consent, to appropriate medical help, counselling and local and national support groups
- ✓ ensure that safeguarding and protection is considered for any female family members

Staff should not:

- treat such allegations merely as a domestic issue
- ignore what the pupil has told them or dismiss out of hand the need for immediate protection
- decide that it is not their responsibility to follow up the allegation
- approach the pupil's family or those with influence within the community, in advance of any enquiries by the police, adult or children's social care, either by telephone or letter

RADICALISATION AND EXTREMISM

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.

Protecting children from the risk of radicalisation is part of school's 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.

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, which may include making a referral to the Channel programme.

Channel

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.

School Staff should understand when it is appropriate to make a referral to the channel programme. Channel Guidance is available at **Channel guidance.**

Elearning channel awareness programme for staff is available at**: Channel General Awareness**

Prevent: What is Prevent?

Prevent is part of the government's overall counter-terrorism strategy. The aim of Prevent is to reduce the threat from terrorism by stopping people becoming terrorists or supporting terrorism.

• **The Prevent guidance** refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The department has also published advice for schools on the Prevent Duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

The guidance is set out in terms of four general themes:

- **Staff training**
- **Risk assessment,**
- **working in Partnership,**
- **IT policies.**

POLICY AND PROCEDURES ON PREVENTING RADICALISATION & EXTREMISM

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

This policy aims to:

Make it clear that:

- violent extremism is not part of the Islamic faith

- There is no place for extremists at AASSG including expression of extremist views vocal or active which are opposed to fundamental British values
- 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.
- Build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- Address both Awareness of Prevent and the risks of Extremism and Radicalisation
- Enable pupils to explore issues like terrorism and the use of violence in a considered and informed way
- Allow pupils to discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- 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.
- 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 emphasise the strengths about 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.

1. Staff Training

The school will:

- Ensure that the Designated Safeguarding Lead and Deputy undertakes Prevent awareness training and provides advice and support to other members of staff on protecting children from the risk of radicalisation and being drawn into terrorism and to challenge extremist ideas.
- Ensure the Designated Safeguarding Lead and Deputy undertakes the online general awareness training module on the Channel programme. An introduction is provided on the topics covered by this advice, including how to identify factors that can make people vulnerable to radicalisation, and case studies illustrating the types of intervention that may be appropriate, in addition to Channel.
- Ensure staff members are made aware about the Channel programme and how to use professional judgement when identifying pupil/s who might be at risk of radicalisation and when it is appropriate to make a referral to the programme.

- As with other online risks of harm, all members of staff will be made aware of the risks posed by the online activity of extremist and terrorist groups.
- 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.
- Continue to provide regular staff training on Radicalisation, including to 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 is a cause for concern, the school will contact the relevant authorities (central Prevent Team, local Police enforcement, etc) for advice on the matter.

2 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 AASG 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.

3 Working in Partnership

The school will:

- Work with a wide range of sectors and institutions (including education, faith, health and criminal) where there are risks of radicalisation which need to be addressed.
- Work closely with the Safeguarding Partners and the local Prevent Team. Ask for advice as and when necessary and keep upto date with any advice/support provided in implementing the Prevent Duty.
- Have effective engagement with parents and families as they are in a key position to spot signs of radicalisation.
- Assist and advise families who raise concerns and be able to point them to the right support mechanisms.
- Discuss any concerns in relation to possible radicalisation with a pupil's parents in line with the school's safeguarding policies and procedures, unless there is a specific reason to believe that to do so would put a pupil at risk.
- Achieve the aims of this policy through a variety of activities throughout the lifetime of the secondary 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	Hold constructive debates on controversial issues enabling pupils to understand the risks associated with extremist ideology and develop resilience against extremist ideology.	Citizenship SMSC	HT/DH
2	Occasional	Workshops involving the prevent unit	Headteacher / Citizenship Teacher	HT/DH
3	Throughout the school life	Teach Islamic values of Forgiveness, Helpfulness, Generosity, Respect, Humility, Neighbourliness	Across the curriculum and assemblies	HT

4	Throughout the school life	Teach about the Prophet (SAW's) love for all humankind giving specific authentic i. Examples of Qur'anic text ii. Examples from Hadeeth iii. Examples from the life of Sahabas(ra)	Across the curriculum PSHE Assemblies	HT
5	Occasional	Engagement with Other faith groups	Visits to places of worship and inviting speakers from other faith groups.	HT
6	Throughout the school life	Actively promote fundamental ***British values*** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.	Curriculum particularly Citizenship & Assemblies	HT/DH
7	Throughout the school life	Internet safety which would include dangers of visiting extremist Sites	Citizenship/PSHE Assemblies	HT/DH

4 Risk Assessment

The Head Teacher and 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 DSL and/or the Head Teacher whereupon the level of risk will be re-assessed prior to any follow-up or immediate action is to be taken.

It must be noted that even our youngest pupils may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require staff to carry out unnecessary intrusion into family life but as with any other safeguarding risk, action must be taken when behaviour of concern is observed.

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.

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.

The pupil may be referred to the Channel programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. A pupil's engagement with the programme would be entirely voluntary at all stages.

Where there is a pupil at immediate risk of harm or there is a security incident, the local police should be contacted immediately.

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

5 IT Policies

The School will:
Ensure that children are safe from terrorist and extremist material when accessing the internet.

AASSG has an effective filtering & monitoring in place.

AASSG have set up an eSafety Group to help reduce risks of pupils accessing extremist sites.
The eSafety Group comprises of:

- E Safety Governor
- Network Managers
- E Safety Co-ordinator
- Head Teacher
- DSL
- IT Teachers

IT teachers to monitor and be vigilant of any pupils accessing sites that may filter through and then immediately:

- make the IT Technicians aware of the site
- inform the DSL of the pupil/s concerned
- Parents are notified on the school website about monitoring sites their children visit on the internet and the dangers of social media and to block any suspicious sites.
- Provide advice to parents during meetings and through newsletters about general internet safety and visiting extremist sites and the risks they pose to their children.

General advice and resources for online internet safety are available on the UK Safer Internet Centre website.

Indicators and influences of Radicalisation/Extremism

Examples of motivations and influences that make individuals vulnerable 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 friends 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.

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 to 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

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 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.

What to do if you have a concern

If a member of staff in a school has a concern about a particular pupil they should:

- Follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care. In

Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

- You can also contact the local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.
- Contact The Department for Education. They have a dedicated telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.
- Email a concern to counter.extremism@education.gov.uk.
- Please note that the helpline is not intended for use in emergency situations, such as a pupil being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

26 SPECIFIC SAFEGUARDING ISSUES

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, M indEd and the NSPCC websites.

School staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- Making or sharing nude/semi nude images
- trafficking

27 VERSION HISTORY

Issue Date	Version Number	Approved By
March 2008	1.0	Head Teacher, Deputy Head, Governing Body
December 2009	2.0	Head Teacher, Deputy Head, Governing Body
February 2011	3.0	Head Teacher, Deputy Head, Governing Body
March 2014	4.0	Head Teacher, Deputy Head, Governing Body
March 2015	5.0	Head Teacher, Deputy Head, Governing Body
September 2015	6.0	Head Teacher, Deputy Head, Governing Body
September 2016	7.0	Head Teacher, Deputy Head, Governing Body
September 2017	8.0	Head Teacher, Deputy Head, Governing Body
September 2018	9.0	Head Teacher, Deputy Head, Governing Body
September 2019	10.0	Head Teacher, Deputy Head, Governing Body
September 2020	11.0	Head Teacher, Deputy Head, Governing Body
September 2021	12.0	Head Teacher, Deputy Head, Governing Body
September 2022	13.0	Head Teacher, Deputy Head, Governing Body
September 2023	14.0	Head Teacher, Deputy Head, Governing Body
September 2023	14.1	Head Teacher, Deputy Head, Governing Body
September 2023	14.2	Head Teacher, Deputy Head, Governing Body
September 2023	14.3	Head Teacher, Deputy Head, Governing Body
September 2023	14.4	Head Teacher, Deputy Head, Governing Body
September 2024	15.0	Head Teacher, Deputy Head, Governing Body
November 2024	15.1	Head Teacher, Deputy Head, Governing Body
January 2025	15.2	Head Teacher, Deputy Head, Governing Body
September 2025	16.0	Head Teacher, Deputy Head, Governing Body
May 2026	16.1	Head Teacher, Deputy Head, Governing Body
September 2026	17.0	Head Teacher, Deputy Head, Governing Body