



Noor ul Islam
PRIMARY SCHOOL

Child Protection & Safeguarding Policy

O you who believe, uphold justice and bear witness to Allah, even if it is against yourselves, your parents, or your close relatives. Whether the person is rich or poor, Allah can best take care of both. Refrain from following your own desire, so that you can act justly- if you distort or neglect justice, Allah is fully aware of what you do.

Quran 4:135

Approved by:

Governing
Board

Last reviewed: Summer 2024

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Summer 2025

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Key Information

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Safeguarding Governor	E-safety	
Hawa Moreea	Nusrat Abdoola Imrana Naz Hussain Shefaar	Dr Afshan Killedar	Sherin Iqbal	
Named personnel with designated responsibility regarding allegations against staff				
Designated Senior Manager <i>(this would normally be the Head teacher)</i>	Deputy Designated Senior Manager	Nominated Governor	Chair of Governors (against Headteacher)	Proprietor (against Chair of GB)
Hussain Shefaar	Hawa Moreea	Dr Afshan Killedar	Zeenat Ali	Yusuf Hansa

Aims

Noor Ul Islam Primary School recognises the important role the school has in the early recognition of the signs and symptoms of abuse and neglect, and of protecting the wellbeing and welfare of children/pupils. Teachers and other school staff members are particularly well placed to observe the outward signs of abuse, changes in behaviour and delay in development because they have daily contact with the children.

This policy aims to ensure that:

- › Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
- › All staff, parents/carers, governors, volunteers and other staff are aware of their statutory responsibilities with respect to safeguarding
- › Staff are properly trained in recognising and reporting safeguarding issues

This policy is underpinned by the Department for Education (DfE) updated version of the statutory guidance Keeping Children Safe in Education (KCSIE) 2024 (draft)

In order to take all necessary steps to keep children safe and well, Noor Ul Islam Primary School will safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures.

The purpose of this policy is to safeguard and promote the welfare of children at Noor Ul Islam Primary School. Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge

- Protecting children from maltreatment; whether that is within or outside the home, including online
- Preventing impairment of children’s mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

The phrase ‘child protection’ refers to the processes followed to protect children who have been identified as suffering or being at risk of suffering significant harm.

This policy applies to all staff, including paid staff, volunteers and sessional workers, agency staff, one-off visitors, students or anyone working on behalf of Noor Ul Islam Primary School.

This policy relates to all children (anyone up to their 18th birthday) with whom Noor Ul Islam Primary School works.

This policy will be readily available via our website www.noorulislam.org.uk/primary-school for professionals, parents and partners. The policy will be given to parents prior to children commencing and following each update.

All staff must read, understand and put the policy into practice. Furthermore, all staff must read the statutory guidance:

- https://assets.publishing.service.gov.uk/media/6650a1967b792fff71a83e8/Keeping_children_safe_in_education_2024.pdf
- [Working Together to Safeguard Children \(2018\)](#)
- [What to do if you’re worried a child is being abused \(2015\)](#)
- The Prevent Duty: Departmental advice for schools and childcare providers, DfE, June 2015
- Children missing education: statutory guidance for local authorities, DfE, September 2016
 - [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018](#)

See [further safeguarding guidance](#) for education settings.

Guiding principles

Prevention

- ☒ Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- ☒ Raising awareness of all staff, of the need to safeguard children and of their responsibilities in identifying concerns, sharing information and taking prompt actions.
- ☒ Ensuring that all adults within our school who have access to children have been rigorously checked as to their suitability using safe recruitment procedures.

Protection

- ☒ Through the establishment of a systematic means of monitoring children, known or thought to be at risk of harm.
- ☒ Through the establishment of structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse.
- ☒ Through the development of effective working relationships with all other agencies, involved in safeguarding children.

Support

- ☒ Ensuring that key concepts of child protection are integrated within the school curriculum and pupils are educated about risks associated with internet use and new technology.
- ☒ Ensuring that children are listened to and their concerns taken seriously and acted upon.

See Appendix 1 for types of abuse and their symptoms

Roles and Responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.

If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

- Providing help and support to meet the needs of children as soon as problems emerge (this bullet point is new)
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

No single professional can have a full picture of a child's needs and circumstances.

Governing Board

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

Key Tasks of Governing Board & Proprietors

- appoint a Lead for Safeguarding for strategic oversight and governance of safeguarding practice and policies.
- test and challenge Noor Ul Islam Primary School 's senior leadership team.
- Ensure effective policies and procedures
- Ensure effective multi-agency working
- Opportunities to teach safeguarding
- Safer Recruitment
- Concerns about a member of staff

Headteacher

The Headteacher will:

- Ensure that the safeguarding policies and procedures are fully implemented and followed.
- Ensure that resources are allocated to enable the designated safeguarding leads and other staff to attend strategy discussion, inter-agency meetings, contribute to assessments etc.
- Ensure that appropriate members of staff have received training on the use of the Common Assessment Framework in order to identify children with additional needs to receive appropriate support at an early stage.
- Be responsible for receiving allegations against staff and volunteers. The Headteacher will consult the local authority allegations manager (education) to ensure that the matter is dealt with in an objective and transparent manner. All investigations will be dealt with in accordance with the 'Safeguarding Children & Safer Recruitment in Education', guidelines.

Designated safeguarding leads (DSL)

- Referring a child if there are concerns about a child's welfare, possible abuse or neglect, to the Multi-Agency Safeguarding Hub (MASH)
- Ensuring that all records are kept confidentially, secure.
- Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- Ensure that an appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings. Contributing to the Framework for Assessments process.
- Ensure all staff receive basic child protection training annually
- Ensure that all volunteers and supply teaching staff are made aware of the CP procedures.
- Attend training for the role once every two years.
- Raising Safeguarding Awareness with children, professionals and parents
- Providing an annual report for the Governing Board, detailing any changes to the policy

and procedures; training undertaken by the DSL, school staff and governors.

- Managing the child protection file & transfers for incoming and leaving pupils
- Supporting staff around referrals
- Policy development, review & compliance
- Take a lead on decision-making in relation to blemished DBS disclosures of candidates and referring cases to the DBS
 - Responsible for understanding the filtering and monitoring systems the school has in place with the support of the IT technician.

Staff (teaching & non-teaching)

- Keep up-to-date of child protection issues and receive training at least once every year.
- Be alert to signs of abuse or neglect and report immediately to the Designated Person. Report cases of FGM to the police.
- Follow school policies and procedures on behaviour management and code of conduct.
- To be aware of the local Early Help process and understand their role in it.
- To be aware of the process of making referrals to children’s social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role that they might be expected to play in such assessments.

Parents

- It is important that parents/carers understand the school responsibility to safeguard and promote the welfare of children; and share information and work in partnership with other agencies when there are concerns about a child’s welfare. In general, the staff will seek to discuss any concerns about a child’s welfare with the family and, where possible, seek their agreement to making referral to children’s social care. However, this should only be done where it will not place a child at increased risk of significant harm.

Local authority’s Designated Officer (LADO)

- Oversee the consistent, fair, unbiased management of allegations against adults who work with children
- Provide advice and guidance to employers
- Liaise with the police, other agencies, incl. Ofsted & professional bodies
- Chair Allegations Meetings and establish agreed outcomes
- Liaise with other local authorities in cross-boundary cases
- Have oversight of reports to ensure safeguarding is met
- Collect strategic data and share & disseminate learning

Procedures

The designated safeguarding lead (DSL) is Hawa Moreea. The school has three deputy designated safeguarding leads who are:

1. Assistant Headteacher: Nusrat Abdoola	2. Assistant Headteacher: Imrana Naz	3. Headteacher Hussain Shefaar
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If a member of staff is concerned about a child, they must inform the DSL or one of the deputies and report their concern using the CURA. CURA is a Child Protection Online Management System and can be accessed on all internet devices using <https://curasafeguarding.app>

If CURA is unavailable, then staff can report their concern using the form attached in **Appendix 2**. If a member of staff is unsure, whether their concern is a child protection concern then they should discuss their concern first with the DSL or one of the deputies. The DSL or one of the deputies will then advise whether to add the incident to CURA. Staff members should always add the incident to CURA if it is an urgent child protection concern. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **See Appendix 7**. Anybody can make a referral in such situation and need not go through the DSL.

To report a concern, information regarding the concerns must be recorded by the member of staff on the same day using CURA. The recording must be a clear, precise, factual account of the observation with the correct date and time.

The DSL will abide by the guidance of the Local Safeguarding Children Board, and may refer the matter to the Multi-Agency Safeguarding Hub (MASH) in Waltham Forest Social Care. In some circumstances, parents may be notified, but staff should not notify parents in advance if there is any risk of:

- (a) further endangering the child or children involved;
- (b) compromising the integrity of any evidence which may later be used in court, or
- (c) causing any alleged perpetrator of child abuse to be protected from investigation.

Only the DSL should make decisions about when to disclose child protection issues to parents and other staff must assume that information about child protection issues is strictly confidential, and act accordingly. If a referral is made to the MASH, the DSL will ensure that a written report of the concerns is sent to the social worker dealing with the case within 48 hours. Particular attention is paid to the attendance and development of any child who has been identified as 'at risk' or who has been made subject to a Child Protection Plan.

Notifying parents: The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL will make usually contact with the parent in the event of a concern, suspicion, or disclosure. Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from Children's Social Care.

If a pupil about whom safeguarding concerns have been raised changes school, the DSL or the Deputy DSL will inform the social worker responsible for the case (if there is one) and transfer the appropriate records to the receiving school. They will also inform the Local Authorities involved.

Voice of the child

All those with a responsibility to safeguard children need to recognise that it takes great courage for a child to share a concern and speak up about any form of abuse especially child sexual abuse.

Page | 8 There are many reasons why children are not able to articulate what they are experiencing. Children may feel embarrassed, humiliated, or are currently being threatened by the perpetrator of abuse. Also, children may not feel ready or know how to tell a trusted adult that they are being abused, exploited, or neglected. They may not even realise that their experiences are harmful.

The barriers preventing a child communicating their concerns may be connected to their vulnerability, disability, sexual orientation, or language. The child's behaviour may be the first sign that a child has experienced harm. Staff will therefore exhibit professional curiosity and understand that a child may be communicating a concern through their actions and behaviours and take a safeguarding approach when responding to behaviours.

Staff need to be aware of and promote the systems in place at the school which enable children to share their concerns and report abuse confidently. Children need to be assured that their concerns will be taken seriously by staff and action will be taken to safeguard and protect them. It is also important that staff determine how best to build safe and trusted relationships with children and young people which facilitates communication and the sharing of concerns. Where there is a safeguarding concern, the school will ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. The systems in place to facilitate children voicing their concerns and abuse include:

- Clear signposting and promotion throughout the school of who you can talk to if you are worried about something
- A curriculum that supports the voice of the child such as PSHE and SEAL

Dealing with a disclosure

If a pupil discloses that they have been abused in some way, the member of staff should:

- Always stop and listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock & disbelief.
- Take the child seriously. Always assume that they are telling the truth.
- Do not promise confidentiality; you have a duty to refer to the DSL to seek help.
- Do reassure and alleviate guilt. For example, you could say; 'you are not to blame.' 'You have done the right thing to tell someone.'
- Do not ask leading questions. For example, 'What did she do next?' (this assumes that she did), or 'did he touch your private part'. The child may well have to tell the story again, and to do so repeatedly will cause undue stress. In cases where criminal proceedings occur, such questioning can cause evidence to become invalid.
- Do try and get as much information as possible. You can ask questions like: What happened? What were you doing? When did it happen? Who was there? Where did it happen?
- Do not ask the child to repeat the incident for another member of staff.

- End by summarising what has been said and what action has been agreed.
- Be clear about what you intend to do next.
- Record carefully what has been said and what actions have been agreed.
- Discuss your concern/disclosure with the DSL only, at the earliest opportunity.

Page | 9 Record keeping

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

- Make brief notes as soon as possible after the conversation (these notes should be made before speaking to the DSL).
- the DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions
- This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Draw a diagram to indicate the position of any bruising or other injury.
- Record statements and observations rather than interpretations or assumptions.
- Add the incident to CURA on the same day

Procedures for children missing education

The school will cooperate fully for the effective implementation of the statutory guidance for Local Authorities in regards to children missing education. In particular, the school will do the following:

1. The Local Authority will be notified in writing before a pupil is removed from the school register unless it is at a standard transition point
2. When notifying the LA, the school will provide the following details:
 - a. Child's full name and date of birth
 - b. Full name and address of parents/carers of the child
 - c. Contact telephone number and email (if available)
 - d. Child's future address and/or destination school
 - e. The reason for which the child is being removed from the register

When a pupil is frequently missing from education, home or care and the whereabouts of the child and their family are not known after the school has made initial inquiries, the school must refer to the Local Authority using a Missing Children referral form.

Before moving a pupil/student from the schools' register, the schools will make reasonable enquiries to establish the whereabouts of the child if they have not been attending school regularly or have absent without the school's permission for a continuous period of 10 days or more.

The schools will inform the LA of a new admission within five days if the admission is not at a standard transition point in writing and provide the information listed for taking a pupil off roll

The school will contact parents when concerned about an unexplained absence and parents are encouraged to contact us if they have any such concerns

The school will ensure that any absences are followed up by a telephone call. If a child has an illness which results in absence of more than 3 days, parents may be asked to provide a medical certificate.

Training & Support

The Governing Board will ensure that:

- There is a designated member of the leadership team who has undertaken Designated Person Child Protection training and is the DSL.
- A member of the Governing Board is fully trained for safeguarding.
- There are two other members of staff who will act in the absence of the DSL, who also have appropriate training.
- All members of staff will receive appropriate training to develop their:
 - understanding of signs and indicators of abuse,
 - understanding of how to respond to a pupil who discloses abuse
 - understanding of the procedures to be followed in sharing a concern of possible abuse or a disclosure of abuse
 - specific guidance in recognising signs of abuse, FGM, child trafficking and exploitation, child sexual exploitation, children at risk from extremism and radicalisation, domestic violence, E-safety (use of ICT, the Internet and Social Media), forced marriage, violence against women and girls, involvement in gangs, drugs and neglect **See Appendix 3 for specific topics**
- New staff, supply staff and volunteers will be advised of the school's safeguarding and child protection arrangements and contact details of the DSL, as part of their induction.

Safer recruitment training

Preventing unsuitable people from working with children and young people is essential to keeping children safe. Rigorous selection and recruitment of staff and volunteers is a key responsibility of the Headteacher and the Governing Board. The Headteacher and a nominated governor will complete the 'Safer Recruitment' training, either on-line or through other quality providers.

Governors may nominate other senior members of staff to undertake the training. A single central record of checks will be maintained and reviewed regularly by the Governing Board.

Records and monitoring

Noor Ul Islam is clear about the need to record any concern held about a child within the school. Child protection records will be kept separate from the main pupil records and in a locked cabinet. The records will only be shared on a need to know basis.

Extended school, lettings and the use of the premises by others

Where services or activities are provided separately by another body using the school premises, the Governing Board will seek written assurance that the body concerned follows safer recruitment procedures and has appropriate policies and procedures in place in regard to safeguarding children.

Confidentiality

The school recognises that all matters relating to child protection are confidential.

- The Designated Person will disclose personal information about a pupil to other members of staff on a need to know basis only.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- Always undertake to share the school's intention to refer a child to Children's Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

Supporting staff members

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

We will support such staff by providing an opportunity to talk through their worries or concerns with the DSL and to seek further support. This could be provided for all staff by, for example, the Headteacher, and/or a teacher/a representative as appropriate.

Allegation against staff members

All school staff should take care not to place themselves in a vulnerable position with a child. All staff are made aware of the school's behaviour/discipline policy and the staff code of conduct, with reference to professional boundaries.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the DSL or the Headteacher. If both are not available, then it will be reported to a member of the Senior Leadership Team (SLT).

The Head teacher/DSL will assume the role of a case manager and try to establish the practical details about the time, date(s) and location of the abuse and the names of potential witnesses. On no account will they seek to interview the child/ren or the alleged staff. A written record will be kept. All such allegations will be reported to and discussed with the LADO (local authority designated officer) in the first instance who will facilitate a referral to the Child Protection Advice Line as necessary. In the event that the LADO is not contactable, the Child Protection Advice Line will be contacted directly.

If a member of staff receives an allegation concerning the behaviour of the headteacher, they should immediately inform the chair of governors. The chair of governors will then act as the case manager and consult the LADO without notifying the Headteacher. Contact can be made directly with the LADO if the Chair of governors is unavailable or the concern is of a serious nature which requires immediate action.

If you are the subject of an allegation

- Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.
- Headteachers/proprietors will notify the subject of an allegation as soon as possible. They will not be able to share the nature of the allegation, who made the allegation or other concerns at this point.
- Headteachers/proprietors must consider the nature of the allegation and how to protect both the child and the professional involved and to prevent further allegations. Usually, proprietors will attempt to redeploy employed staff to ensure that they do not come into contact with the child(ren) involved, and to ensure that safeguards are in place to prevent further concerns.
- Suspension is not the default option and alternatives to suspension will always be considered.
- In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension, the school/setting will provide support and a named contact for the member of staff.
- Headteachers/proprietors are not able to share any details of the allegation with other members of staff.
- Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Non-recent & historical allegations of abuse

Allegations concerning staff who no longer work at the setting or historical allegations will be reported to the police without delay.

After LADO & Police Process, Subsequent Action by the Headteacher /Proprietor

- Conduct a disciplinary investigation, if an allegation outcome indicates it
- Contribute to the child protection process by attending professional strategy meetings
- Maintain contact with the LADO (referred to as the Designated Officer(s) in updated guidance)

- Ensure clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member's personnel file and any that are related to safeguarding will be kept in the safeguarding folder.
- Consider along with Human Resources and the LADO whether a referral to the DBS should be made

See appendix 4 Allegations Against Staff

Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, the school's child protection policy and procedures apply. If another body provide services or activities on the school site, the governing body and/or Headteacher will seek written copies of external providers' child protection policies and procedures and ensure that appropriate arrangements are in place to liaise should there be any child protection concerns raised. School staff receiving allegations relating to another body using the school site should follow school safeguarding policies and procedures.

Monitoring, evaluation and review

The effectiveness of this policy will be monitored on a continuous basis by the headteacher. Any significant factors will be reported to the full Governing Board. Any urgent issues will be raised with the Chair of governors immediately. The designated governor will review the effectiveness of this policy at least once a year and report back to the full Governing Board. The policy will be reviewed annually by the full Governing Board.

Appendix 1 Types of abuse (exploitation) and their symptoms

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

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Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> ▪ Unexplained injuries – bruises /abrasions /lacerations ▪ The account of the accident may be vague or may vary from one telling to another. ▪ Unexplained burns ▪ Regular occurrence of unexplained injuries <p>Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion.</p>	<ul style="list-style-type: none"> ▪ Withdrawn or aggressive behavioural extremes ▪ Uncomfortable with physical contact ▪ Seems afraid to go home ▪ Complains of soreness or moves uncomfortably ▪ Wears clothing inappropriate for the weather, in order to cover body. ▪ The interaction between the child and its carer

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.

Be alert to any child who:

- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- Has a parent or carer in custody (previously it was in 'prison'), or is affected by parental offending
- Is frequently missing/goes missing from education, home or care (the word ‘education’ has been added)
- When referring to ‘abuse and neglect’, the guidance now also refers to ‘exploitation’ throughout (e.g. see the heading at the top of page 11)

Neglect may involve a parent failing to:

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

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

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> ▪ Unattended medical need; Underweight or obesity ▪ Recurrent infection; Unkempt dirty appearance ▪ Smelly, inadequate /unwashed clothes ▪ Consistent lack of supervision; consistent hunger ▪ Inappropriately dressed 	<ul style="list-style-type: none"> ▪ Poor social relationships; indiscriminate friendliness ▪ Poor concentration; low self-esteem ▪ Regularly displays fatigue or lethargic; frequently falls asleep in class ▪ Frequent unexplained absences

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child’s emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or not valued;
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another; serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children; exploiting and corrupting children.

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> ▪ Poor attachment relationship, unresponsive/neglectful behaviour towards the child’s emotional needs ▪ Persistent negative comments about the child, ▪ Inappropriate or inconsistent expectations, Self-harm 	<ul style="list-style-type: none"> ▪ Low self-esteem, unhappiness, anxiety, withdrawn, insecure, attention seeking, passive or aggressive behavioural extremes

Sexual abuse: Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways

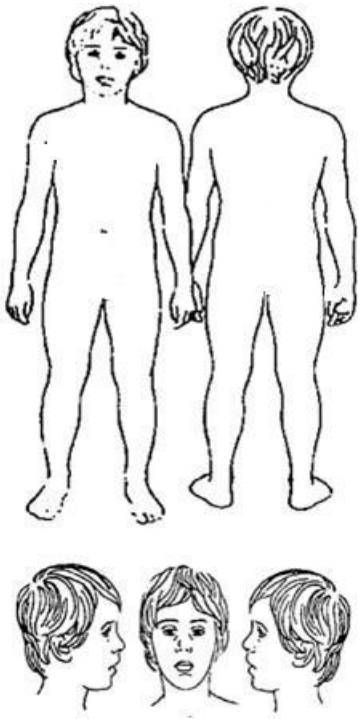
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> ▪ Sign of blood / discharge on the child’s underclothing ▪ Awkwardness in walking/sitting; pain or itching – genital area; bruising, scratching, bites on the inner thighs/external genitalia. ▪ Self-harm; sudden weight loss or gain. 	<ul style="list-style-type: none"> ▪ Sexually proactive behaviour or knowledge that is incompatible with the child’s age & understanding. ▪ Drawings & or written work that is sexually explicit ▪ Self-harm/suicide attempts; running away ▪ Substance abuse; significant devaluing of self

Appendix 2 Child Protection Record of Concern

Please use this sheet to report your concerns to the Designated Person for child protection when CURA is not available. CURA is the preferred way of reporting at Noor ul Islam.

Private & Confidential

Part 1: to be completed by the person reporting the concern or the allegation

Child's full name:		Gender	
Date of birth		Class	
Record the allegation in child's own words or provide details of your concern – please be clear, precise and factual (use additional sheet if required)			
			
Name of staff		Signature	Date

Part B: to be completed by the Designated Person

Actions taken & outcome			
Name of staff		Signature	Date

Appendix 3 **Specific topics**

Schools/settings need to be alert to the possible signs and symptoms of all forms of abuse. In “Keeping children safe in education: Statutory guidance for schools and colleges – 1 September 2023” (DfE, Sept 2023) detailed information is provided by the DfE in Annexe A & B relating to:

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- Child sexual exploitation
- Child criminal exploitation including county lines
- Serious youth violence
- Online harms
- So-called honour based abuse including FGM and forced marriage
- Radicalisation and extremism
- Child-on-child abuse
- Child-on-child sexual violence and sexual harassment
- Youth produced sexual imagery
- Bullying (including cyberbullying)
- Homelessness
- Children and the court system
- Children with family members in prison
- Private fostering
- Young carers
- Child abduction and community safety incidents
- Modern slavery
- Children who are lesbian, gay or gender questioning

Some of these are given below with brief guidance. For more detailed guidance please follow the links provided.

Child-on-child abuse

Staff must be aware that children may be harmed by other children. Child-on-child abuse can happen both inside and outside of school including online. It is important that all staff recognise the indicators and signs of child-on-child abuse. Staff should treat all reports of child-on-child abuse very seriously and make it clear that all forms are unacceptable. As with all forms of abuse the occurrence of child-on-child abuse is an infringement of a child’s human rights. Abuse is abuse and will never be dismissed as ‘banter’ or ‘part of growing up’. The school adopts a Zero Tolerance Approach to child-on-child abuse. Staff should be aware that it is more likely that boys will be perpetrators of child-on-child abuse and girls will be victims of child-on-child abuse. However, all forms of child-on-child abuse are unacceptable and will not be tolerated at the school. Staff should recognise that child-on-child abuse can take many forms and may be facilitated by technology, including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as biting, hitting, kicking or hair pulling
- sexually harmful behaviour and sexual abuse including inappropriate sexual language, touching, sexual assault or rape
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos
- teenage relationship abuse – where there is a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- upskirting – taking a picture under a person’s clothing without their knowledge and/or permission with the attention of viewing their buttocks or genitals (with or without underwear) to obtain sexual gratification. It is a criminal offence.
- initiation/hazing - used to introduce newcomers into an organisation or group by subjecting them to a series of trials and challenges, which are potentially humiliating, embarrassing or abusive.

- prejudice and discrimination - behaviours which cause a person to feel powerless, worthless or excluded originating from prejudices around belonging, identity and equality, for example, prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

We have the following procedures in place to minimise the risk of child-on-child abuse:

- Safeguarding training for staff
- We address child-on-child abuse through our curriculum such PSHE

Allegations of child-on-child abuse will be recorded on CURA and investigated by the DSL and if necessary referred to MASH. Victims, perpetrators and other children affected by child-on-child abuse will be supported by the designated safeguarding leads, SENCo, learning mentor and appropriately trained class staff.

Female Genital Mutilation (FGM)

Some girls are at risk from FGM from parents/ carers who believe this will be in the best interests of the child. In England, Wales and Northern Ireland, FGM is a criminal offence under the Female Genital Mutilation Act 2003.

The duty on teachers to report to the police does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. However, teachers should notify the Designated Safeguarding Lead of this action as well as reporting the disclosure of FGM in line with school's safeguarding procedures. In these cases, teachers should follow local safeguarding procedures and report concerns to the Designated Safeguarding Lead. If in doubt, staff should speak to the Designated Safeguarding Lead.

Staff should be aware of the following signs that may indicate a girl is at risk of being taken for FGM:

- Disclosure from a girl stating she is going to have a 'special operation';
- Planned withdrawal from school to a country where FGM is prevalent;
- Withdrawal from sessions where FGM is discussed.

Staff should also be aware of signs that a girl may have already suffered FGM.

- Prolonged absence from school
- Increased bladder infections, urinary, menstrual or stomach problems
- Disclosure from a girl that she has been subject to FGM

Staff should be aware that FGM is illegal and as such must report any concerns immediately as it may involve a police investigation. For more guidance please refer to 'Female Genital Mutilation: Multi-agency practice guidelines'

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

For training support around FGM for teachers and students, please contact;

Mamta Sagar, Specialist Practitioner, Tel: 07966622501, mamta.sagar@walthamforest.gov.uk

Harmful Sexual Behaviours

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. School recognises that Harmful Sexual Behaviours can, in some cases, progress on a continuum. It is therefore important for all staff to address inappropriate behaviours to help prevent problematic, abusive and/or violent behaviour in the future. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.

School takes seriously its duty to respond appropriately to all reports and concerns about children's sexual behaviours both online and offline, in and outside of the school, including reports of sexual violence and/or sexual harassment. The DSL has completed relevant training in responding to and managing harmful sexual behaviours and will draw upon appropriate resources such as the AIM Checklists and Assessment Tools. The DSL will liaise where appropriate with Children's Services, the Police and other specialist services.

Reports of child-on-child sexual violence and sexual harassment must be brought to the attention of the DSL and records will be kept on CURA. The DSL has had appropriate training and may create a risk assessment and seek advice from relevant agencies to support the victim and perpetrator.

Modern slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. It can be difficult to detect signs of trafficking, especially if the victims of trafficking have been coerced into concealing the true nature of their situation. However, staff may notice:

- signs of neglect;
- poorly explained absences;
- inconsistency in terms of adults who are responsible for the child.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer to the National Referral Mechanism is available in the Modern Slavery Statutory Guidance.

The DSL will refer all potential child victims of modern slavery to the Local Authority via MASH.

For a more detailed description of signs and symptoms, staff can visit <http://www.londonscb.gov.uk/trafficking/>

Children who are lesbian, gay, bisexual or gender questioning

After the recent Cass review, this guidance remains under review. It has been Identified that caution is necessary for children questioning their gender as there are still unknowns around the impact of social transition, and that children may have wider vulnerability, such as complex mental health and psychosocial needs. It is Recommended that families should be encouraged to seek clinical help and advice when making decisions about support for a gender questioning child

KCSIE advises that schools should take a cautious approach to supporting a gender questioning child and:

Consider the broad range of the individual's needs

Do this in partnership with their parents (except in rare circumstances where involving parents would bring a significant risk of harm to the child)
Include any clinical advice that is available
Consider how to address wider vulnerabilities, such as the risk of bullying

Page | 20 **Child Sexual Exploitation (CSE)**

Some children are at risk of being exploited sexually by a range of adults who appear to care for them. Staff should report any concerns where a child:

- has new possessions or unexplained gifts;
- talks about having older boyfriends or girlfriends;
-
- has mood swings or changes in emotional well-being;
- displays inappropriate sexualised behaviour.

For more information on CSE, please refer to 'What to do if you suspect a child is being sexually exploited' https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf

Please see relevant documents below:

- [MAP \(multi-agency planning\) and MASE \(multi-agency sexual exploitation\) meetings](#) - local guidance document
- [WFSCB CSC referral letter](#)
- [WFSCB MASE referral form](#)
- [Pan-London Child Sexual Exploitation operating protocol \(February 2014\)](#)

Domestic violence and violence against women and girls

The definition of 'domestic violence and abuse' was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The definition from the Home Office is as follows: "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional."

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males, and assumptions should not be made based on the

gender of perpetrators of domestic abuse. For more support please consult: 'Domestic violence and abuse': <https://www.gov.uk/domestic-violence-and-abuse>

Tracey Goddard - Borough Lead – Child on Child Abuse & Harmful Sexual Behaviour
Tracey.Goddard@walthamforest.gov.uk

Online harm (use of ICT, the Internet, mobile technology and Social Media)

The school has an Online Safety policy which includes guidance for all pupils in relation to Online Safety and using the internet and social media. Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the designated child protection person will take advice from the Duty Advice Line on how to proceed with regards to talking to parents/ carers about Online Safety.

In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently, staff must report any concerns in a timely way so that advice and support can be sought. For more guidance please follow the link to Child Exploitation and Online Protection Agency (CEOP). <http://ceop.police.uk/>

Forced marriage

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (for example, shame and coercion). Financial abuse can also be a factor. Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk. Staff should report any concerns so that the authorities can be made aware of the possibility of this form of abuse. For more information, please see: 'Forced marriage' <https://www.gov.uk/forced-marriage>

Involvement in gangs

Involvement in gangs can lead to children and young people to become involved in crime; they may also become subject to exploitation in a range of ways. Consequently, it is important that schools teach children how to be assertive and to recognise the dangers of becoming involved in gangs. Identifying children with issues related to negative behaviour and providing mentoring support is highly effective in preventing problems in the future. Staff should report any concerns they have about a child's involvement in gangs as soon as possible so that the young person can be offered support and protection. For more information, see: 'Addressing Youth Violence and Gangs' https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293

[/Advice to Schools and Colleges on Gangs.pdf](#)

Drugs

Staff should report any drug-related incident in the usual way and the member of staff responsible for drug-related incidents will follow policy guidance. For more information on Drugs Policy and guidance for school staff see: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169

[/drug advice for schools.pdf](#)

Faith Abuse

Belief in witchcraft, spirit possession and other forms of the supernatural can lead to children being abused. Fear of the supernatural is also known to be used to make children comply with being trafficked for domestic slavery or sexual exploitation. Where staff have concerns about a child who may be subject to this form of abuse they should report it to a Designated Child Protection Officer. For more information see 'Tackling Child Abuse linked to Faith or Belief': <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse/linked-to-faith-or-belief>

Mental Health

There are some children who experience mental health issues or have parents/ carers who have mental health issues. At times these issues may not have been shared explicitly and a child may be vulnerable if the appropriate support is not in place to ensure his/her safety. All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. School staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have concerns related to a parent or carer's mental health or a child's mental health, they should report it to a Designated Safeguarding Lead. In this way plans can be implemented to support all involved through starting a EHA with the family and involving appropriate external agencies.

Children with SEND

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

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

Staff are trained to understand and be aware of these additional barriers to ensure this group of children are appropriately safeguarded.

Preventing radicalization

Children are vulnerable to extremist ideology and radicalisation. Radicalisation is 'the process of a person legitimising support for, or use of, terrorist violence'. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent Duty

We are subject to the Prevent duty, under section 26 of the Counter Terrorism and Security Act 2015, to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". The Prevent duty should be seen as part of the wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance.

Noor Ul Islam Primary School is committed to providing a secure environment for pupils vulnerable to grooming and exploitation into extremist organisations. Staff will be alert to issues including:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school/setting, such as in their homes or community groups
- Graffiti symbols, writing or artwork promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture

We also recognise that further information and support is available from the Multi-Agency Safeguarding Hub (0208 496 2310) and the Local Authority's Community Safety Team (0208 496 3000).

Noor Ul Islam Primary School is fully aware and committed to the ongoing protection and safety of our pupils, staff and wider community in accordance with Working together to Safeguard Children 2018 and Keeping Children Safe in Education 2023.

Attendance

Attendance, absence and exclusions are closely monitored; a child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school/setting day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

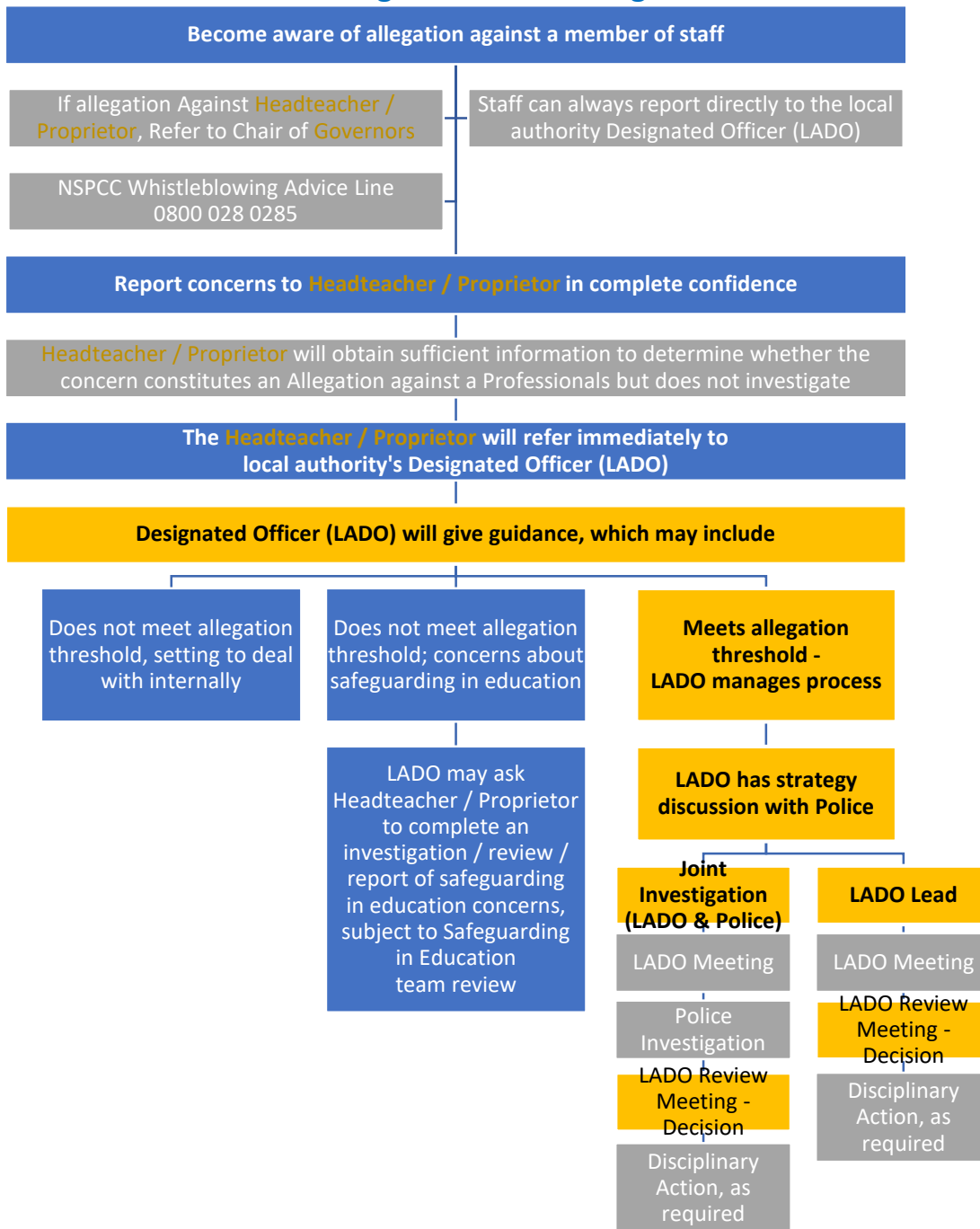
The school/setting follows the Safeguarding Children Practice Guidance; Children Missing from School from the London Child Protection Procedures and will refer all cases of concern to their Education Welfare Officer (EWO) or Attendance Lead. The school/setting also refers to the Waltham Forest locally agreed policy and procedures.

http://www.londoncp.co.uk/chapters/not_attend_sch.html

Home-schooling

The school recognises that parents have a legal right to electively home educate their child at home; however, it is expected that the parents' decision to do this is made with their child's best education and best interests at its heart. Staff should be aware that even though most home educated children have a positive experience, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

When a parent informs the headteacher of their intention to electively home educate their child, the school will convene and coordinate a meeting between the safeguarding team, parents and all key professionals currently working with the child and family to ensure that the best interests of the child have been taken fully into account and carefully considered. The occurrence of this meeting is especially important when the children have known vulnerabilities including Children known to a Social Worker and SEND children.



For an allegation to proceed to its conclusion, the police investigation must be completed.

- For the disciplinary process to commence within the setting, the LADO process must be concluded.



Appendix 5 **Prevention**

Paediatric First Aid (PFA)

At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings.

Childminders, and any assistant who might be in sole charge of the children for any period of time, must hold a full current PFA certificate. PFA training must be renewed every three years.

Medicines

Please see our **First Aid** policy for administering medicines to children. This includes systems for obtaining information about a child's needs for medicines, and for keeping this information up-to-date. Staff will be given appropriate training to administer medicines that require medical or technical training, as appropriate.

Food and drink

Noor Ul Islam Primary School is committed to Healthy Schools. Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious. This includes reading labels (even where foods are labelled 'with no added sugars') for 'hidden sugars' (such as, sucrose, dextrose, maltose, fructose, lactose, glucose, honey, grape juice), artificial sweeteners, palm oil, and preservatives.

Before a child is admitted to Noor Ul Islam Primary School, we will obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. We will keep records of and act on information from parents and carers about a child's dietary needs. Fresh drinking water will be available and accessible at all times.

Accident or injury

There is a first aid box accessible at all times with appropriate content for use with children. Staff must keep a written record of accidents or injuries and first aid treatment. We will then inform parents and/or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

Managing behaviour

Noor Ul Islam Primary School is responsible for managing children's behaviour in an appropriate way. See **Behaviour** policy. We will never use corporal punishment and we will take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided

There are times where physical intervention must be taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary and as a last resort. If this occurs, we will keep a record and parents and/or carers will be informed on the same day, or as soon as reasonably practicable.

Safety

Noor Ul Islam Primary School will ensure that our premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on

the premises, and will always comply with requirements of health and safety legislation (including fire safety and hygiene requirements).

Fire Safety

We will take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and must have an emergency evacuation procedure. This includes appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) in working order. Fire exits are clearly identifiable, and fire doors will be free of obstruction and easily opened from the inside.

Smoking

Noor Ul Islam Primary School does not allow smoking or vaping on the premises.

Premises

The premises and equipment will be organised in a way that meets the needs of children. We adhere to statutory guidance under EYFS and the Equality Act 2010 (for example, the provisions on reasonable adjustments) for indoor and outdoor spaces. We provide private areas where staff may talk to parents and/or carers confidentially, as well as an area in group settings for staff to take breaks away from areas being used by children.

Visitors & Collection

We will only release children into the care of individuals who have been notified to the provider by the parent, and must ensure that children do not leave the premises unsupervised. We will take all reasonable steps to prevent unauthorised persons entering the premises, and have an agreed procedure for checking the identity of visitors.

Risk assessment

We take all reasonable steps to ensure staff and children in our care are not exposed to risks. Where helpful, we use written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we manage risks if asked by parents and/or carers or inspectors. Risk assessments aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Outings

Children must be kept safe while on outings. We will assess the risks or hazards which may arise for the children, and identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment must include consideration of adult to child ratios. The risk assessment does not necessarily need to be in writing; this is for providers to judge. Vehicles in which children are being transported, and the driver of those vehicles, will be adequately insured.

Special educational needs

We are committed to supporting children with SEN or disabilities. Our Special Educational Needs Co-ordinator (SENCO) will take the lead on meeting the needs of children with and those without EHC Plans.

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. The school should be satisfied that the placement meets the pupil's needs.

Complaints

Noor UI Islam Primary School has a written procedure for responding to concerns and complaints from parents and/or carers. We keep a written record of any complaints, and their outcome.

Code of Conduct

Professional boundaries and behaviour, including clear expectations and support of children and adult behaviour alike, helps provide children with a sense of safety. Clear boundaries and expectations also mitigate against and prevent allegations against professionals. All professionals working with children should take care to model good behaviour by presenting themselves appropriately, both in physical attire and appearance, and in behaviour and conduct.

Staff taking medication/other substances

Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication which may affect their ability to care for children, they should seek medical advice and only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children, at all times.

Suitable People

Noor UI Islam Primary School will ensure that any people looking after children aged 16 and over are suitable to fulfil the requirements of their roles. We maintain effective systems to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable.

Noor UI Islam Primary School will not allow people, whose suitability has not been checked, including via DBS check, to have unsupervised contact with children being cared for.

Staff Disclosures

Staff are required to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).

Single Central Record

Noor UI Islam Primary School maintains a single central record of pre-appointment checks, commonly known as the single central record.

Safer Recruitment

Noor UI Islam Primary School pays full regard to Part 3 of the statutory guidance Keeping Child Safe in Education (2023); please refer to the *Safer Recruitment policy* for more details.

The school will let potential candidates know that online searches will be done as part of due diligence checks ahead of their interview. This will help to provide reassurance that we can and should be conducting online checks of potential new hires to check for any public incidents or issues that might need to be discussed ahead of a hiring. It will also help candidates to prepare to answer questions around public incidents from their history.

Staff Induction

All new staff, including newly qualified teachers and support staff, will receive induction training. The induction process will include staff code of conduct and a good understanding of child protection responsibilities and procedures and expectations. All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the schools'/setting's safeguarding policy and informed of school's/setting's safeguarding arrangements on induction. They must confirm in writing that the policy has been read and understood.

Safeguarding Training

The designated safeguarding lead and deputy designated safeguarding leads will undertake child protection training for designated safeguarding leads every two years.

See **Appendix 6 – Key Contacts for Child Protection Issues in Waltham Forest**

Raising Awareness

Noor UI Islam Primary School will ensure the safeguarding policy is updated and reviewed annually in consultation with the Governing Board. Noor UI Islam Primary School will ensure that parents are made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later.

Children/Young People Leaving

Where a child leaves the establishment, Noor UI Islam Primary School will ensure that the child protection file is copied for the new establishment as soon as possible and transferred to the new school/setting separately from the main pupil files in a secure manner, as well as ensures the pupil's social worker and/or any other involved professionals are informed.

Safe Practice

Our school /setting will comply with the current Guidance for Safer Working Practice for Adults who work with Children and Young People and ensure that information in this guidance regarding conduct, is known to all staff, visitors and volunteers who come into the school/setting.

Helping children to keep themselves safe

Children's understanding of how to keep themselves safe is key to safeguarding. All children are supported in recognising and managing risks in different situations. This includes when using the internet and social media. Along with being able to judge what kind of physical contact is acceptable, unacceptable along with recognising when pressure from others, including people they know, threatens their personal safety and well-being. They are also supported in developing effective ways of resisting pressure. Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons and through all aspects of school/setting

life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed.

Online Safety

Children and young people commonly use electronic equipment including mobile phones, tablets, and computers daily to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat, Tik Tok and Instagram. Those technologies and the internet are a source of fun, entertainment, communication, and education. Unfortunately, however, some adults and young people will use those technologies to harm children and the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. Any potential concerns that pupils or staff are at risk, should be reported to Anti-Phishing Working Group. Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to handheld devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. *See E safety policy*

Online filters and monitoring

All staff have been given information about the provisions in place. Any potential concerns should be reported to the DSL who undertakes an annual review to ensure harmful and inappropriate content is blocked. Governors regularly review the filters and monitoring systems in place to ensure effectiveness.

Appendix 6 **Related Policies**

This policy should be read alongside **Noor Ul Islam Primary School's** policies and procedures on:

- Anti-bullying policy
- Safeguarding training including induction
- E-safety policy
- Safeguarding across the curriculum
- Safer Recruitment policy
- Concerns about a member of staff
- SEND
- Reasonable force (also see use of reasonable force in school's guidance)
- Health & Safety
- First Aid policy
- Whistle-blowing policy
- Staff Code of Conduct

Appendix 7 **MASH Referral form**

[Guide for threshold and practice](#) [MASH Referral Form](#) [Early Help Information](#)

Appendix 8 **LADO Referral– Staff Allegations**

[Allegations against Staff and Volunteers](#) [LADO Referral Form](#)

Appendix 9 Key Safeguarding Contacts in Waltham Forest

Name	Agency	Contact details
Police Referral Desk	Metropolitan Police Child Abuse & Investigation Team (CAIT)	020 8345 3633 020 8345 3693
Designated Nurse for Safeguarding Children	Clinical Commissioning Group (CCG) – GP Services	020 3688 2638
Duty Child Protection Coordinators	Waltham Forest Children & Families Services	020 8496 8279
Team Manager, Children’s Emergency Duty	Waltham Forest Children & Families Services	020 8496 3000
Local Authority Designated Officer (LADO) & Safeguarding in Education	Waltham Forest Children & Families Services	020 8496 3646
Waltham Forest Multi Agency Safeguarding Hub (MASH) Team Team Manager, MASH	Waltham Forest Children & Families Services	cscreferrals@walthamforest.gov.uk 020 8496 2307/2310/2311/2316 020 8496 2317
Designated Doctor for Child Protection	North East London Foundation Trust (NELFT)	020 8430 7893 07795 548987
Named Nurse for Safeguarding Community Health Services, School Nursing, Health Visitors and Child & Adolescent Mental Health Services (CAHMS)	North East London Foundation Trust (NELFT)	020 8430 7827/7822 07568 130143 Fax: 020 8430 7981
Named Nurse for Safeguarding	Barts Health, Whipps Cross Paediatric A&E	020 8535 6855 bleep 514 Pager: 08700555500 ask for 850122 Secretary: Ext 5072