



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 2025-26
Next review due by:	Summer 2026-27	

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Key Information

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Safeguarding Governor	Online Safety
Nusrat Abdoola	Imrana Naz Hussain Shefaar Salma Musbally	Dr Afshan Killedar	Nusrat Abdoola Imrana Naz
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	Chair of Governors <i>(against Headteacher)</i>	Proprietor <i>(against Chair of GB)</i>
Hussain Shefaar	Nusrat Abdoola Imrana Naz	Zeenat Ali	Yusuf Hansa

1. Aims

Noor ul Islam Primary School is committed to safeguarding and promoting the welfare of every child. We believe every child is an amanah (trust) from Allah and has the right to grow up safe, protected, valued and listened to.

Safeguarding is everyone's responsibility and forms part of the daily life and culture of our school.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

- [Keeping Children Safe in Education \(2025\)](#)
- [Working Together to Safeguard Children \(2023\)](#)
- [Education \(Independent School Standards\) Regulations 2014](#) Part 3 of the schedule to the places a duty on independent schools to safeguard and promote the welfare of pupils at the school
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

3. Definitions

Safeguarding and promoting the welfare of children means:

 Safeguarding is broader than child protection and includes a range of measures to protect children from harm and promote their welfare. This includes attendance, behaviour, mental health, online safety, protection from exploitation, early help and ensuring children are able to learn in a safe environment.

4. Whole-school Approach – preventative education

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment.

Safeguarding is embedded within the culture of the school. We are committed to creating an environment where children feel safe, are listened to, know who to approach for help and are confident that concerns will be taken seriously and acted upon. All staff should maintain an attitude of “it could happen here” and exercise professional curiosity where there are concerns about a child’s welfare.

This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Partnership and working with organisations like NSPCC to run workshops and provide information
- Planned programme of relationships and health education (RHE)

5. Roles and responsibilities

Safeguarding and child protection is **everyone’s** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

5.1 All Staff

All staff will:

- Read and understand part 1 and annex B of the Department for Education’s statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they’ll be interacting with online)

All staff will be aware of:

- The importance of professional curiosity and respectfully questioning information where there may be indicators of abuse, neglect or exploitation.

- That safeguarding incidents and concerns can be associated with factors outside the school and can occur between children outside school and online.
- That children may not always feel ready or know how to tell someone that they are being abused, neglected or exploited.
- Our systems that support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and all deputies, the behaviour policy, online safety policy and the safeguarding response to children who go missing from education/who are absent from education.
- The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- Staff must not enter personal, sensitive or identifiable pupil information into public or unapproved AI tools. Any use of AI must comply with the school's data protection, online safety, acceptable use and staff code of conduct requirements.

5.2 The Designated Safeguarding Lead (DSL)

The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the deputies will act as cover.

The DSL will:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children

- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service (DBS), and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Make sure that staff have appropriate Prevent training and induction

The DSL will also:

- Keep the headteacher informed of any issues
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- Promote educational outcomes by working closely with teaching staff, pastoral staff and external agencies to support children whose welfare may be impacting on their attendance, behaviour or learning.
- Maintain oversight of safeguarding trends, patterns and emerging risks within the school.
- The DSL will maintain oversight of online safeguarding risks, including AI-related concerns, filtering and monitoring reports, online child-on-child abuse, deepfakes, harmful content, grooming risks and any patterns arising from digital incidents.

5.3 The Governing Board

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:

- Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- Receive regular safeguarding reports, including information regarding attendance, child protection concerns, online safety incidents, low-level concerns and safeguarding trends.
- Seek assurance that safeguarding arrangements remain effective and are reviewed regularly.
- Governors will be given assurance that any AI tools used by the school have been risk assessed, are age-appropriate, comply with data protection requirements and do not compromise safeguarding, confidentiality or pupil welfare.

➤ Ensure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).
- All governors will read Keeping Children Safe in Education in its entirety.

5.4 The Headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:

- Are informed of our systems that support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate. The Headteacher will consult the local authority allegations manager (education) to ensure that the matter is dealt with in an objective and transparent manner.
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Ensuring the relevant staffing ratios are met, where applicable
- Overseeing the safe use of technology, and devices like mobile phones and cameras in the setting

5.5 Parents/Carers

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 parents/carers 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.

The school recognises the importance of working in partnership with parents and carers. However, there may be circumstances where concerns must be shared with Children's Social Care, the Police or other agencies without parental consent where this is necessary to safeguard a child.

6. Confidentiality

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information (including personal information), and will support staff who have to make decisions about sharing information

- Safeguarding information must not be uploaded, copied or entered into external AI tools, chatbots or online platforms unless the platform has been formally approved by the school and appropriate data protection safeguards are in place.

7. Early Help

The school recognises the importance of identifying concerns at the earliest opportunity.

Early Help means providing support as soon as a problem emerges, at any point in a child's life.

Staff should be alert to emerging concerns relating to:

- attendance
- behaviour
- emotional wellbeing
- family circumstances
- neglect
- domestic abuse
- online safety

Where appropriate, the DSL may coordinate Early Help support with parents and external agencies.

Early Help is not a punishment or formal child protection process. It is support offered at an early stage to help children and families before concerns become more serious.

8. Online Safety, AI and Digital Safeguarding

The school recognises that technology is now a significant component of many safeguarding issues. Risks may include harmful content, online grooming, cyberbullying, sexual exploitation, radicalisation, misinformation, financial scams, AI-generated images, deepfakes and the misuse of personal data.

Staff must report online safety concerns in the same way as any other safeguarding concern. The school will respond to AI-related incidents through its safeguarding, behaviour, anti-bullying, online safety and staff code of conduct procedures as appropriate.

The school recognises that advances in technology continue to create new safeguarding risks.

Staff should remain alert to:

- AI-generated content
- deepfakes
- online grooming
- cyberbullying
- online exploitation

- harmful influencers
- extremist content
- misinformation and disinformation

9. Procedures

9.1 Raising Concerns

Staff are not expected to determine whether abuse has occurred. Staff are expected to notice concerns, record them accurately and report them promptly.

Concerns may arise from:

- disclosures
- observations
- injuries
- attendance patterns
- changes in behaviour
- online activity
- information received from others

9.2 CURA

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>

9.3 Safeguarding Team

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 any member of the DSL Team. 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.

9.4 Recording

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.

9.5 MASH

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.

9.6 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 usual 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.

9.7 Voice of the child

Children may find it extremely difficult and frightening to speak up about abuse, especially sexual abuse, due to feelings of embarrassment, fear, or threats from the abuser. Many children may not fully understand that what they are experiencing is harmful, or may struggle to express it due to factors like vulnerability, disability, language barriers, or personal identity.

Their behavior - such as withdrawal, aggression, or changes in mood - may be the first sign of abuse. Therefore, staff must respond with professional curiosity, promote safe systems for reporting concerns, and build trusted relationships that encourage children to share. It is essential that children feel heard, supported, and protected, with their wishes and feelings considered in any safeguarding response.

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, school council

The school recognises that listening to the voice of the child is central to effective safeguarding. Children's wishes, feelings and lived experiences will be considered when determining what action is in their best interests.

9.8 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. Take the child seriously and reassure them that they have done the right thing by speaking to an adult.
- 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.
- 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.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Discuss your concern/disclosure with the DSL only, at the earliest opportunity.

9.9 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).
- 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
- If staff are unsure whether something is a safeguarding concern, they must still record it and speak to the DSL. Small pieces of information may form part of a wider picture.

10. Children with Additional Vulnerabilities

Some children may face additional safeguarding challenges and require enhanced support.

This includes:

- children with SEND
- children with social workers
- looked-after children

- previously looked-after children
- young carers
- children experiencing domestic abuse
- children experiencing mental health difficulties
- children with EAL
- privately fostered children
- children affected by parental offending
- children at risk of exploitation
- children on part-time timetables
- children who have experienced suspensions or repeated removals from class.

Staff should be aware that these children may face barriers to disclosure, may communicate distress through behaviour, or may be less likely to be believed. Concerns must not be dismissed as simply linked to SEND, family background, language need or behaviour.

11. Children missing education

The school recognises that attendance is a safeguarding issue. Persistent absence, severe absence and patterns of absence may indicate abuse, neglect, exploitation or wider welfare concerns.

Where a child is absent repeatedly or for a prolonged period, the DSL and attendance lead will consider whether a safeguarding response is required, particularly where the child has SEND, a social worker, known family vulnerabilities, or previous safeguarding concerns.

11.1 Local authority

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

11.2 Missing Children

When a pupil does not return to school 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.

11.3 Days and enquiries

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

11.4 Absences

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.

The school follows statutory guidance on improving school attendance to help identify and support children who are absent from education. Regular absence may be a safeguarding concern, and staff are trained to monitor patterns, follow up promptly, and work with families and external agencies to ensure children are safe and receiving their entitlement to education. *See Attendance policy*

12 Training & Support

12.1 Governing Board

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.
- Annual safeguarding updates and safeguarding briefings throughout the year.

12.2 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.

12.3 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.

12.4 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.

12.5 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.

12.6 AI and filtering:

Staff safeguarding training will include online safety, filtering and monitoring, AI-related safeguarding risks, data protection, child-on-child abuse, harmful sexual behaviour and local safeguarding procedures.

13. Allegation against staff

13.1 Reporting to Headteacher/other

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 Headteacher. If the Headteacher is not available, then it will be reported to a member of the Senior Leadership Team (SLT).

13.2 Reporting to LADO

The Headteacher/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.

13.3 Reporting to Governors

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.

13.4 If you are the subject of an allegation

- You 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.

13.5 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.

13.6 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

13.7 Low-Level Concerns

The school promotes an open and transparent culture in which concerns about the conduct of adults are identified and addressed at an early stage. Low-level concerns may be reported verbally or in writing but must be recorded. The Headteacher will review concerns to identify patterns, take proportionate action and refer to the LADO where the harm threshold may be met. Where the concern relates to the Headteacher, it must be reported to the Chair of Governors.

A low-level concern is behaviour by an adult which:

- is inconsistent with the Staff Code of Conduct;
- falls below expected professional standards; or
- creates a sense of unease or doubt, even if it does not meet the harm threshold.

All low-level concerns must be reported to the Headteacher and recorded appropriately.

14. 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.

15. 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 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.

Physical Indicators	Behavioural Indicators
- 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 Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion.	- 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. 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
- Unattended medical need; Underweight or obesity - Recurrent infection; Unkempt dirty appearance - Smelly, inadequate /unwashed clothes - Consistent lack of supervision; consistent hunger - Inappropriately dressed	- 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
- Poor attachment relationship, unresponsive/ neglectful behaviour towards the child's emotional needs - Persistent negative comments about the child, - Inappropriate or inconsistent expectations, Self-harm	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
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▪ 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.	▪ 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
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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:

- 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

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

Child-on-child abuse

The school adopts a zero-tolerance approach to child-on-child abuse. Abuse is abuse and will never be dismissed as banter, joking, horseplay, part of growing up or accepted behaviour. 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 intention 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)

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’ ‘circumcision’ or ‘initiation’.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or

- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to, they should also discuss the case with the DSL and involve local authority children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out should speak to the DSL and follow Waltham Forest's local safeguarding procedures.

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/>

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."

The school participates in local domestic abuse information-sharing arrangements, including Operation Encompass where applicable. Notifications will be handled by the DSL, recorded securely and used to provide timely support to the child.

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.

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-abuselinked-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. 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 being drawn into 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 art work 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).

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

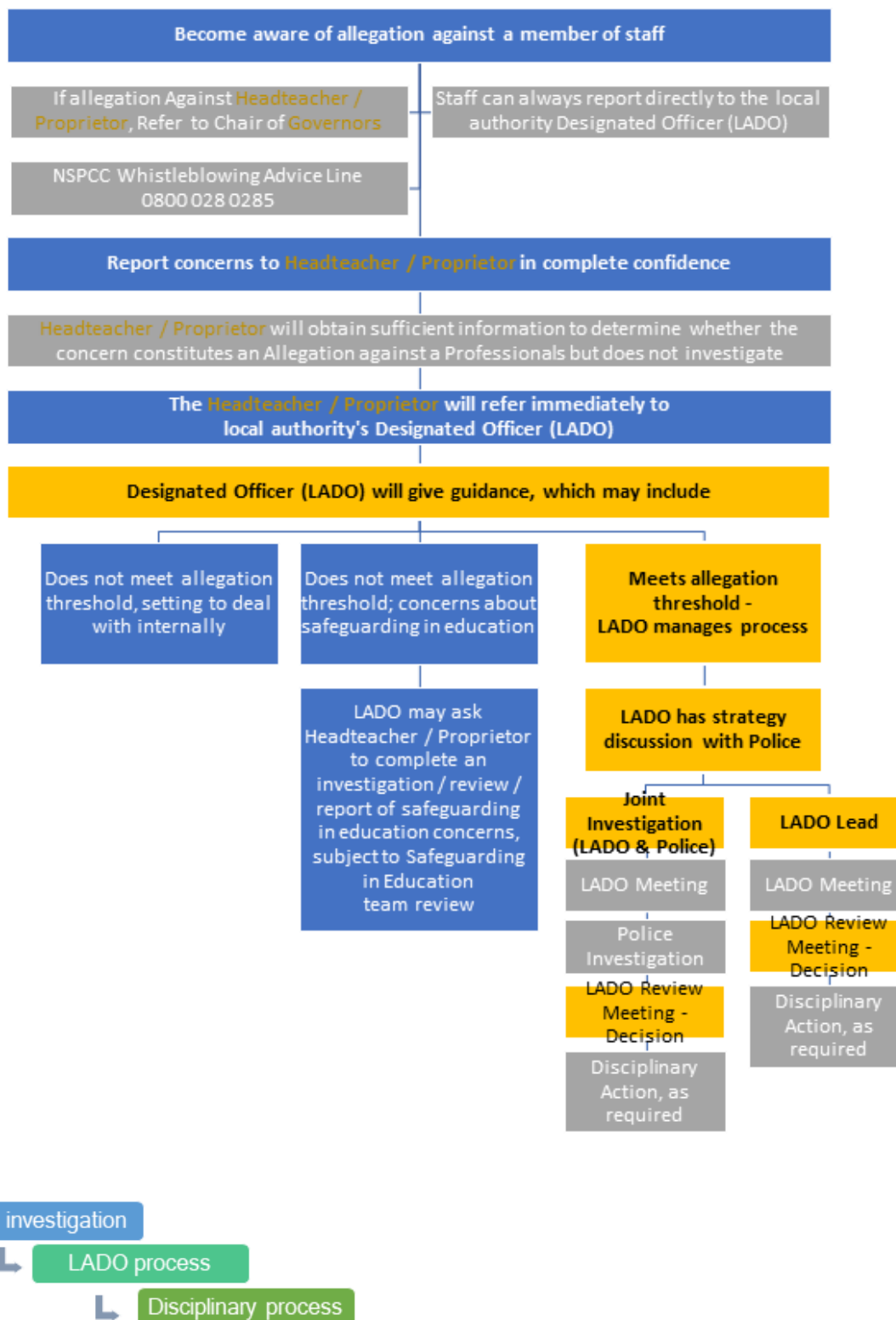
Home-schooling

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.

Appendix 4 Allegations Against Staff

For the disciplinary process to commence within the setting, the LADO process must be concluded. or an allegation to proceed to its conclusion, the police investigation must be completed.



Appendix 5 Prevention

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.

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

Safer Recruitment

Noor Ul 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 Ul Islam Primary School will ensure the safeguarding policy is updated and reviewed annually in consultation with the Governing Board. Noor Ul 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 Ul 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.

Our school addresses the four key areas of online risk: **content, contact, conduct, and commerce**. We recognise the growing threat of harmful content, including **misinformation, disinformation, and conspiracy theories**, which can negatively influence children's understanding and wellbeing. Our digital safeguarding provision includes education for pupils, staff, parents, and governors to promote safe, critical, and responsible online behaviour.

The school follows recognised cyber security standards to strengthen protection against cyber-attacks. We regularly review our digital systems and use guidance from trusted sources to ensure our infrastructure supports safe and secure learning for all.

See Online 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.

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Noor ul Islam Primary School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

The school will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour and anti-bullying policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

Staff must not use AI to generate pupil reports, safeguarding records, behaviour narratives or parent communications containing identifiable pupil information unless the tool has been approved by the school and data protection requirements have been met.

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
- Online safety policy
- Safeguarding across the curriculum
- Safer Recruitment policy
- SEND & Inclusion Policy
- 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](#)