Al-Furqaan Prep School

Safeguarding And Child Protection Policy

Approved By:	Governors
Reviewed By:	Senior Leadership Team
Last Reviewed:	September 2025
Next Annual Review:	September 2026

Safeguarding And Child Protection Policy

Responsibilities

DSL (Designated Safeguarding Lead):	Farhana Mullan
Deputy DSL:	Abdul Maajid Rawat
Safeguarding Governor:	Zakaria Seedat

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'Al-Furqaan Prep school is committed to safeguarding and promoting the welfare of children and young people, both online and offline. We expect all staff and volunteers to share this commitment'

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Introduction

The policy refers to, and is compliant with:

• West Yorkshire Consortium Safeguarding Children Procedures (via Kirklees Safeguarding Children Partnership)
• *Working Together to Safeguard Children* (2023)
• *Keeping Children Safe in Education* (2025)
• HM Government. (2015). *What to do if you're worried a child is being abused: Advice for practitioners*. London: Department for Education. Retrieved from https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2
• Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers *(2024)*
• *The Prevent Duty Guidance for England and Wales* (2023)
• Children Act 1989 and Children Act 2004
• Education Act 2002 (Sections 157 and 175)
• Data Protection Act 2018 and UK GDPR
• Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2020)
• Part 3 of the Schedule to the Education (Independent School Standards) Regulations 2014

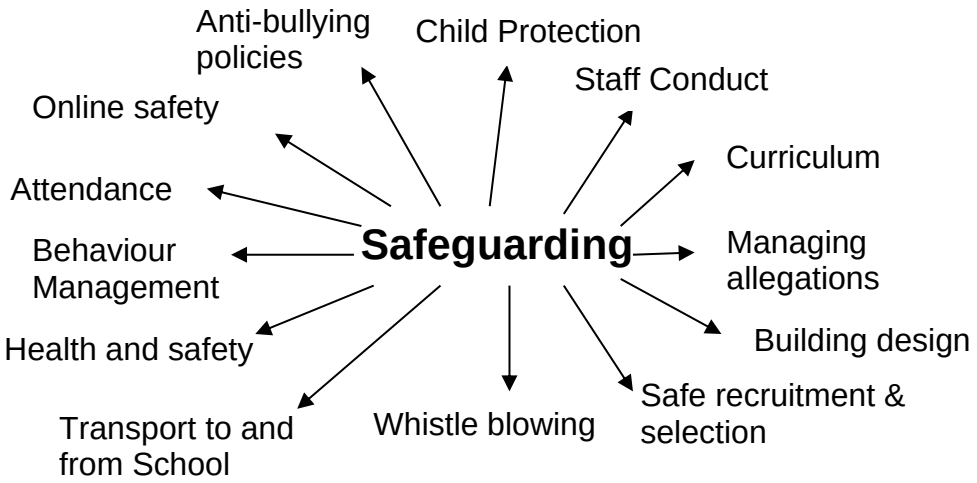
Section 1 School Commitment

This policy applies to all adults, including volunteers, working in or on behalf of the school. (This includes proprietors and governors). We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2023 and Keeping Children Safe in Education 2025.

'Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting.

Al-Furqaan Prep School is committed to safeguarding and promoting the well-being of all its pupils/students. Each pupil/student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all our students.



Equality Statement

Some pupils/students have an increased risk of abuse, and additional barriers can exist for some students with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise students' diverse circumstances and we recognise that these factors may increase a child's vulnerability, requiring additional support or intervention. We ensure that all students have the same protection, regardless of any barriers they may face.

We give special consideration to pupils/students, who:

- have special educational needs or disabilities
- are young carers
- have a mental health need
- are children who are looked after or previously looked after, including those adopted from care, under special guardianship, or child arrangement orders
- may experience discrimination due to their race, ethnicity, religion, gender identity or sexuality
- have English as an additional language
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- are at risk of Female Genital Mutilation (FGM), sexual exploitation, radicalisation, criminal exploitation including county lines, or
- are at risk of forced marriage. Since February 2023, it is a criminal offence to take any action intended to cause a child to marry before their 18th birthday, even if threats, violence, or coercion are not used. This applies to both unofficial and legal marriages. All staff must remain vigilant and report immediately to the Designated Safeguarding Lead (DSL) if they suspect a child is at risk of significant harm, including forced marriage.
- are frequently missing or go missing from education, home or care
- are a privately fostered child
- are asylum seekers, refugees or migrants
- are at risk from online abuse, grooming, or exposure to harmful content

All staff must remain vigilant to the additional safeguarding needs of these pupils and report any concerns immediately to the Designated Safeguarding Lead (DSL) in accordance with the school's safeguarding procedures and statutory guidance, including *Keeping Children Safe in Education*.

Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection (please download guidance on DBS, Vetting and Barring)

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (KCSIE 2025).
We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidates DBS status, the Children's List, Disclosure and Barring Service (DBS) checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the school/college will maintain a Single Central Record (SCR). This document will cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and
- for independent schools, including academies and free schools, all members of the proprietor body

The information that must be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained**,** and the date on which each check was completed/certificate obtained apply:

- an identity check;
- a barred list check;
- an enhanced Disclosure and Barring Service (DBS) check
- a prohibition from teaching check;
- a section 128 check (for management positions including governors, as set out in paragraph 99 for independent schools, including free schools and academies);
- further checks on people who have lived or worked outside the UK: this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

For supply staff, the school will include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received.

Where checks are carried out on volunteers, the school will record this on the single central record. Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a child.

The school ensures that at least one member of the selection panel for all staff and volunteer appointments has successfully completed Safer Recruitment in Education training. This training is kept up to date in line with statutory guidance. At least One suitably trained member of staff will be involved in all staff and volunteer appointments and arrangements, including, where appropriate, contracted services.

We recognise that where our school/college places a pupil/student we are responsible for the safeguarding of that pupil/student and will check and review those arrangements to reassure ourselves of those safeguarding arrangements and that of the health, safety & wellbeing of that pupil/student. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangement.

- Section 175 of the Education Act 2002 requires this school to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children
- Regulations made under Section 157 of the Education Act 2002 state that we must make arrangements to safeguard and promote the welfare of students.
- The school will create a culture that safeguards and promotes the welfare of children in this school. As part of this culture, we **will** adopt robust recruitment procedures that deter and prevent people

who are unsuitable to work with children from applying or securing employment or volunteering in this regulated establishment
- The safer recruitment of individuals to work in this school not only includes directly employed staff (or volunteers), also includes contractors, self-employed, agency, and third-party staff groups. We will set out our safeguarding and safer recruitment requirements in the contract clearly between the organisation(s) and school
- Safer Recruitment is a vital factor in keeping children safe within the education environment. Our school when selecting our Safer Recruitment provider will clarify the accreditation / re accreditation period. We will always ensure are accreditation period for Safeguarding training
- We will also follow legislation governing those persons in 'regulated activity' (see below) or within 'regulated establishments' and the requirements to carry out criminal records and barred list checks

The main legislation and statutory guidance underpinning safer recruitment and safeguarding practice includes the following. This list is not exhaustive and is kept under regular review to ensure ongoing compliance with statutory safeguarding requirements:
- Children's Act 2006
- Safeguarding and Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Equality Act 2010 (https://www.legislation.gov.uk/ukpga/2010/15/contents)
- Police Act 1997, the Police Act 1997 (Criminal Records) Regulations 2002, as amended, the Police Act 1997 (Criminal Records) No 2 Regulations 2009, as amended (https://www.legislation.gov.uk/ukpga/1997/50/contents)
- Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended
- Sexual Offences Act 2003
- Keeping Children Safe in Education (KCSIE 2025)
- Working Together to Safeguard Children 2023
- Any subsequent amendments will also apply as relevant
- Requirements relating to the appointment, disciplinary, capability, suspension and dismissal of staff, use of supply staff/workers, checks and information to be held on the school single central register (SCR), as well as information on teacher capability to be provided in references are specified within the School Staffing (England) Regulations 2009, as amended in 2012, 2013 and 2014

Purpose of this school's Safer Recruitment Policy:

- This school will take into account the legislation highlighted above, when we employ staff or engage volunteers, contractors, self-employed, agency and third-party staff groups to work with children adopt a consistent and rigorous approach in their recruitment and selection processes with the aim of ensuring that those recruited are suitable.

The purpose of safer recruitment is ultimately to:

- **Deter**. From the beginning of the recruitment process, – this school has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information will aim to deter potential abusers

- **Identify and Reject**. It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information will assist in finding out who is suitable for the role and who is not

- **Prevent and Reject**. There are no guarantees that even the most robust safer recruitment process will prevent an inappropriate appointment. However, this does not mean it is too late to act.

Ensuring that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the school will all help to prevent abuse or identify potential abusers

- The intention of our SR policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to students within the school
- Our school policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice

2.2 Safe Practice

Our school will comply with the current Safe Practice guidance to be found in Kirklees Safeguarding Procedures at https://www.kirkleessafeguardingchildren.co.uk/

Safe working practice ensures that pupils/students are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- work in an open and transparent way.
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school leadership over any incident which may give rise to concern.
- record any incidents or decisions made.
- apply the same professional standards regardless of gender, sexuality or disability.
- comply and are aware of the confidentiality policy.
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

School staff having concerns about another member of staff:

- Staff members having low level concerns about another member of staff will report these to the head teacher/principal.

  "The school operates a Low-Level Concerns Policy in line with Keeping Children Safe in Education (2025). This policy enables staff to share concerns about adults' behaviour that does not meet the threshold for an allegation, but may indicate a safeguarding risk. All low-level concerns are recorded, reviewed, and monitored to identify patterns or emerging risks."

- Where staff members have concerns about the head teacher/principal, these will be reported to the chair or governors, chair of management committee or proprietor of an independent school as appropriate. Where the head teacher/principal is the proprietor then the concern should be reported to the Local Authority Designated Officer (LADO)

School staff having concerns about safeguarding practices:

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.
- Appropriate whistleblowing procedures are in place within the school and can be read in further detail by accessing the separate school/college whistleblowing policy.
- Where a staff member feels unable to raise in issue with their senior leadership or feel that their genuine concerns are not being addressed, other whistleblowing channels may be open to them by accessing; www.gov.uk/whistleblowing or alternatively www.gov.uk/government/news/home-

office-launches-child-abuse-whistleblowing-helpline also call 01484 225030 or email whistleblowing@kirklees.gov.uk

A Safer School Culture
Governors have agreed and ratified the following policies which must be read in conjunction with this policy and be provided to all staff as part of their induction procedures:

- Whistle Blowing Policy (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- Attendance Policy
- Safeguarding and Child Protection Policy
- School Online Safety Policy
- Promoting Positive Behaviour, Rewards and Sanctions Policy
- Staff code of conduct

Risk Assessments
- Risk assessments are taken seriously and used to good effect, to promote safety. Risk assessments are available for all aspects of the school's work, *(such as premises and equipment, on-site activities, off-site activities, venues used, transport …..)*. Where relevant, risk assessments are carried out for individual students and supported by action plans identifying how potential risks would be managed.
- Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour, such as sexually harmful behaviour, or when identifying whether a child is particularly vulnerable, such as a child at risk of exploitation.

2.3 Safeguarding Information for students
All students in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a senior member of staff (DSL) with responsibility for child protection and know who this is. We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHCE and online safety awareness materials we use to help students learn how to keep safe are ChildLine, NSPCC, Police, Stranger Danger, Anti-bullying.
The school participates in Operation Encompass to ensure timely support for pupils/student affected by domestic abuse.

2.4 Partnership with Parents
The school shares a purpose with parents to educate and keep children safe from harm.
We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to protect a child.

Al Furqaan School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see 3 Action by Designated Safeguarding Lead)

We encourage parents to discuss any concerns they may have with Mrs Farhana Mullan

The school's child safeguarding policy is available on request to the school office.
Al Furqaan School is committed to ensuring the welfare and safety of all children in school. All Kirklees schools, including Al Furqaan School, follow the Kirklees Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children.

However, there may be exceptional circumstances when the school will discuss concerns with the Referral and Response Service and/or the Police without parental knowledge (in accordance with Kirklees Safeguarding Children Procedures). The school will, of course, always aim to maintain a positive relationship with all parents.

In keeping with Keeping Children Safe in Education (KCSIE 2025) and Children missing education: statutory guidance for local authorities. we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.
In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency.
Appropriate staff will approach parents/carers after consultation with the designated safeguarding lead.
The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the student
Parents/carers are informed about our safeguarding and child protection policy through school prospectus, newsletters etc. A safeguarding and child protection statement is prominent in the school reception area.

2.5 School Training and Staff Induction

- All staff members will be aware of systems within our school that support safeguarding, and these will be explained to them as part of our staff induction. This includes: the schools safeguarding child protection policy; the school's safer working practice document and the school's whistleblowing procedures
- Designated safeguarding leads will have a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care

Designated safeguarding staff will attend:
1. Roles & Responsibilities of the designated safeguarding lead (DSL)
2. Multi-agency Working Together to Safeguard Children and Young People
3. A Positive contribution to case conferences and core groups

The school's Designated Safeguarding Lead (**DSL**) with responsibility for child protection, undertakes appropriate child safeguarding training and inter–agency working training (provided by the Kirklees Safeguarding Children Board)

The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.
In addition to their formal training, their knowledge and skills will be updated (for example, via e-bulletins, meeting other DSL's, or taking time to read and digest safeguarding developments), at regular intervals, **but at least annually**, to keep up with any developments relevant to their role.

The Head teacher and all other school staff, including non-teaching staff, will receive appropriate safeguarding and child protection training which is regularly updated.
In addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, **but at least annually**, to provide them with relevant skills and knowledge to safeguard children effectively.
The Basic Awareness of Child Abuse and Neglect online training can be accessed at www.kirkleessafeguardingchildren.co.uk

The whole school Basic Awareness in Child Safeguarding training can be booked via the KSCB Schools Safeguarding Officer on 01484 221000 and should be completed by all staff every three years

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

- The Designated Safeguarding Lead (DSL) will undertake appropriate safeguarding and child protection training, including specific DSL training, at least every two years and will refresh their safeguarding knowledge and skills regularly in between formal training to remain up to date with safeguarding guidance and procedures.
- The Governing body/proprietor will complete appropriate safeguarding and online safety training at induction, refreshes every three years, and receives statutory updates annually.
- Training and support can be accessed through Kirklees Schools Safeguarding Officers by emailing schoolsafeguardingofficer@kirklees.gov.uk
- Any training accessed through third party/independent providers must reflect the Kirklees Safeguarding Children Partnership protocols this training should be recorded by the school. It is the responsibility of the head teacher to quality assure any training that is delivered to staff in this school

2.6 Support, Advice and Guidance for Staff

Staff will be supported by the safeguarding Lead (Farhana Mullan) of the school, the Local Authority and professional associations.

The designated Safeguarding Lead for Child Protection will be supported by Mr Zakaria Seedat. Designated safeguarding leads should:

- Ensure that staff are supported during the referral process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and or they may not recognise their experiences as harmful
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- Training and support can be accessed through Kirklees Schools Safeguarding Officers by emailing schoolsafeguardingofficer@kirklees.gov.uk
- Any training accessed through third party/independent providers must reflect the Kirklees Safeguarding Children Partnership protocols this training should be recorded by the school. It is the responsibility of the head teacher to quality assure any training that is delivered to staff in this school
- Advice is available from Kirklees - Duty and Advice Team on 01484 414960 or 456848 and the Police Child Safeguarding Unit (See Contacts List Appendix 1) as well as from the Local Authority School Safeguarding Officers Michelle Stephenson and Maxine Wood 01484 221000

2.7 School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as student health, child sexual exploitation (CSE), bullying (including cyberbullying), domestic abuse, drugs and substance misuse, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender-based

violence/violence against women and girls (VAWG), mental health, private fostering, radicalisation, sexting, teenage relationship abuse, trafficking etc. There may be other emerging safeguarding issues that are local to the school or its area.

Keeping Children Safe in Education (KCSIE 2025). - Is the latest government publication on Child Safeguarding in Schools and is referred to in all our policies.

Children Missing from Education

www.gov.uk/government/publications/school-attendance

The law requires all schools to have an admission register and, with the exception of schools where all students are boarders, an attendance register. All students must be placed on both registers.

Al Furqaan School will inform the local authority of any student who is going to be deleted from the admission register. It will be done as soon as the grounds for deletion are met and in any event prior to the name of the student being deleted, so that the local authority can identify children of compulsory school age who are missing education and follow up on any child who may be at risk of abuse or neglect.

The school will inform the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.
The school will follow Kirklees internal guidance 'First Day Calling' and 'Guidance for Schools on the Monitoring and Reporting of Students who Absent themselves during the School day'.

- Students who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. Our staff members will follow the Kirklees Council's guidance for schools where pupils/students absent themselves during the school day and school's or college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions and or for prolonged periods, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of them going missing in future (**Appendix 10)**

Where a pupil/student's absence raises safeguarding concerns, the school must work with local authority children's services to assess and address any risks, in line with statutory guidance (KCSIE 2025, para 177).

- Our School appreciates that Kirklees Council has a statutory duty to ensure that all students of compulsory school age receive suitable and appropriate education. This policy follows statutory guidance in KCSIE 2025 and the DfE's Working Together to Improve School Attendance (2024), ensuring that children missing education are identified, monitored, and safeguarded in line with current requirements.

- There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a student from a school roll
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- Our School is aware that they must inform the Kirklees Education Safeguarding Service when using reduced timetables for students and follow the Guidance to schools on the use of reduced timetables (May 2019)
- Elective home education is often referred to as 'education otherwise' in Section 7 of the Education Act 1996 which states: "It shall be the duty of the parent of every child of compulsory school age to cause her or him to receive efficient full-time education suitable to her/his age, aptitude and ability (and to any special educational needs she/he may have) either by attendance at school or otherwise". This means that parents/carers have a legal responsibility to ensure that their child is educated but this does not have to be in school. This school will follow the Department for Education (DFE) guidance should you as a parent decide to educate your children/child at home

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/791527/Elective_home_education_gudiance_for_LAv2.0.pdf

- Kirklees Education Safeguarding Service can be contacted on Education.safeguardingteam@kirklees.gov.uk

Contact: Children Missing from Education Team on: 01484 221919

Confidentiality

- Confidentiality is an issue that needs to be understood by all those working with students particularly in the context of safeguarding.
- This School recognises that the only purpose of confidentiality in this respect is to benefit the student. Staff, volunteers and visitors to school should never promise a student that they will not tell anyone about an allegation or disclosure and must pass any cause for concerns immediately to a designated safeguarding lead.
- Confidentiality is addressed throughout this policy with respect to record-keeping, dealing with disclosure, allegations of abuse against staff, information sharing and working with parents.

The school has regard to "Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

"Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration".

The school has a clear and explicit confidentiality policy.

The school policy indicates:

a) Information must be shared with Police and Social Care Referral and Response Service (RARS) where the child/young person is / may be at risk of significant harm.
b) When the student's and/or parent's confidentiality must not be breached
c) That information is shared on a need-to-know basis

2.8 Pupil/Student Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Children and Families Court Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements.

2.9 Roles and Responsibilities

Safeguarding and child protection is Everyone's responsibility. This policy applies to all staff (including those not directly employed by those school), volunteers, and governors in this school. Our policy and procedures also apply to extended school and off-site activities.

Our Governing Body will ensure that:

- The governing body/proprietor will complete appropriate safeguarding and online safety training at induction, refreshes every three years, and receives statutory updates annually.

- The governing body will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing body. The DSL cannot also be the lead governor with responsibility for child protection.
- The school has a named governor, holding responsibility for safeguarding. Our named safeguarding governor is Mr Zakaria Seedat contact can be made via the school office.

- The school has a child safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available on the school website and to parents on request.

- The governing body will approve this policy at each review and hold the head teacher to account for its implementation.

- The school operates safer recruitment procedures and ensures that all appropriate checks are carried out on staff and volunteers who work with children. At least one member of any panel involved in the recruitment of staff will have successfully completed Safer Recruitment Training, which is refreshed every three years.

- In the event that an allegation of abuse is made against the head teacher, the chair of governors will act as the 'case manager'.
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- Online safety policy and procedures are in place and training and support is provided for staff and students to ensure that there is a good understanding of child protection issues related to electronic media.
- A senior member of the school's leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the local authority and working with other agencies. This role will be specified in their job description and carry the title Designated Safeguarding Lead. This lead role will not be delegated; however, the Designated Safeguarding Lead professional may be assisted by a number of deputies all of whom will be trained to the same standard.
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements.
- A governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher.
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.
- Governors (Safeguarding Governors) will attend safeguarding training.
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of students. (Appendix 6a/6b/6c)

- The school will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by Kirklees Council
- For further information please see "Kirklees Council Safer Recruitment Policy for Schools" document, by Human Resources (HR) Service, found on Kirklees Business Solutions: http://kirkleesbusinesssolutions.uk/Page/12740
- The Governing body/ proprietor will ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This will include covering relevant issues through Relationship & Health Education and PSHE lessons.
- Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:
  - being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
  - understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
  - for schools, not providing students' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
- As school increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the Governing body should ensure appropriate filtering and appropriate monitoring on school devices and school networks are in place.
- The Governing Body ensures that pupils are taught about safeguarding and online safety through a broad, balanced curriculum [KCSIE]. This is delivered using age-appropriate Relationships Education and Health Education, fully discharging the school's duties under the statutory DfE Relationships and Health Education guidance and Part 2 of the Independent School Standards.

Further details on information sharing can be found:

- in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
- at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
- at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department
- in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.

The full responsibilities of the governing body are set out in Part Two of KCSiE – The management of safeguarding. All governing bodies should read Part Two of KCSiE in order to ensure that the school is fully compliant with their statutory safeguarding responsibilities

Our Head teacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- Sufficient resources and time is allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the school.
- Ensuring that the designated safeguarding lead has appropriate time, training, and resources, and that there is always adequate cover, if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and update this regularly.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- All staff recognise that looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The school will also ensure that care leavers are supported with pathways including liaison with the local authority where personal advisor will be appointed, and a full working relationship is maintained with the Kirklees Virtual School head teacher Janet Tolley (01484 225180) in respect of all students at the school who are subject of 'looked after' status
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage, is assigned a key person.
- **Virtual School Head (VSH)** – The school will cooperate with the Virtual School Head (VSH) of the local authority to promote the educational achievement and safeguard the welfare of children in care, including those in kinship care. This includes sharing relevant information, attending meetings as required, and supporting the VSH in ensuring the needs of looked-after children are met. The school's designated teacher for looked-after and previously looked-after children will liaise closely with the VSH to ensure that Personal Education Plans (PEPs) are implemented and reviewed effectively (KCSIE 2025, Annex F).

  For children in care in Kirklees, the Virtual School Headteacher is Janet Tolley (VSH). Contact: janet.tolley@kirklees.gov.uk | 01484 225180.

The designated safeguarding lead (DSL) and deputy designated staff will:

- Our DSL is Mrs. Farhana Mullan. The DSL takes lead responsibility for child protection and wider safeguarding.
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.
- The DSL can also be contacted outside of school hours via email at: farhanamulla@alfurqaanschool.org.
- When the DSL is absent, the Deputy DSL, Mr. AbdulMaajid Rawat, will act as cover.

- If the DSL and Deputy DSLs are not available (for example during out-of-term or emergency situations), safeguarding concerns should be reported to the Safeguarding Governor or escalated directly to the local authority Duty and Advice Team or the Police.
- Contact details for the local authority Duty and Advice Team and emergency services are listed in Annex 1.

The DSL will be given the time, training, resources and support to:

- Respond to daily Operation Encompass notices when required.
- 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 students.
- Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where Female Genital Mutilation has been identified.
- Mrs. Farhana Mullan will ensure that all staff involved in direct case work of vulnerable students, where there are child protection concerns/issues, have access to regular safeguarding supervision.
- The DSL will also keep the Head teacher/ Governor informed of any issues and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- We will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as team around the family meetings (TAF).
- Provide reports as required for meetings. If we are unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a student in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the designated safeguarding lead will contribute to the preparation, implementation and review of the plan as appropriate.

Manage Referrals

- Refer cases of suspected abuse to Kirklees Referral and Response Service as required.
- Support staff that make referrals to Kirklees Referral and Response service.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as requested.

Whilst the school (or college) may choose to have more than one deputy designated safeguarding leads, all deputies will be trained to the same standard as the Designated Safeguarding Lead.
Whilst activities of the Designated Safeguarding Lead may be delegated, the ultimate lead responsibility for child safeguarding remains with the Designated Safeguarding Lead.

Work With Others

- Liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and all Police investigations.
- As required, liaise with the "case manager" and the Local Area Designated Officer (LADO) for child protection concerns (all cases which concern a member of staff)
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

- Liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

Undertake Training:

- The Designated Safeguarding Lead (and all deputies) will undergo training to provide them with the knowledge and skills required to carry out their role. This training will be updated every two years.
- The Designated Safeguarding Lead will undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so that they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as the single assessment process.
- Have a working knowledge of how Kirklees Safeguarding Children Board operates, the conduct of a child protection conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's (or college's) child safeguarding policy and procedures, especially new and part time staff.
- Ensure that all staff have safeguarding and online safety training as part of their induction.
- All staff read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education and review this guidance annually.
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Keep detailed accurate secure written records of referrals; discussions with other agencies and/or concerns.
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school (or college) may put in place to protect them.

Raising Awareness:

- The Designated Safeguarding Lead will ensure the school (or college) child safeguarding policy is known, understood and used appropriately
- Ensure the school (or college) safeguarding policy is updated and reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body or proprietors regarding this.
- Ensure the child safeguarding policy is available publicly and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school (or college) in this to avoid conflict later.
- Link in with Kirklees Safeguarding Children Board to make sure staff are aware of training opportunities and the latest policies on safeguarding.

Multi-Agency Working

- Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

- New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.
- It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.
- The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role, they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.
- The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way.

Child Safeguarding File

- Where a child leaves the school, ensure the child's individual safeguarding file is copied and original transferred to the new school or college as soon as possible. This will be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.
- If a child goes missing or leaves to be educated at home, then the child's safeguarding file will be copied and forwarded to the Attendance & Student Support Service.

(The school must inform the LA by submitting an online EHE notification and attach a copy of the letter/email that parents have written to request deregistration: https://kirkleesbusinesssolutions.uk/Page/13204)

- If a child is registered at a school as a result of a School Attendance Order, the parents must have the order revoked by the LA - on the grounds that the arrangements have been made for the child to receive suitable education otherwise than at school - before the child can be removed from the school roll and educated at home.

Availability

- During term time the Designated Safeguarding Lead (or a deputy) will always be available (during normal school or college hours) for staff in school to discuss any safeguarding concerns. Whilst the Designated Safeguarding Lead (or deputy) would be expected to be available in person, in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.

Operation Encompass

Al-Furqaan is a partner in Operation Encompass, a police–school partnership that ensures the school is notified when a child experiences or is exposed to domestic abuse.

- The Designated Safeguarding Lead (DSL) receives daily notifications and assesses how best to support the child.

- Relevant staff are informed on a need-to-know basis to provide appropriate support during the school day.
- Notifications are recorded securely and used only to safeguard and support the child, in line with data protection requirements.

Participation in Operation Encompass ensures that children affected by domestic incidents receive timely, appropriate support within school.

All staff and volunteers will:

- Fully comply with the school's policies and procedures.
- Inform the designated safeguarding lead of any concerns as soon as possible and will back up any verbally related concerns in writing.
- Identify children who would benefit from early help intervention in addressing needs/concerns from the outset at a lower level in order to prevent crisis situations arising in the future. Where such children are identified staff should bring these to the attention of the designated safeguarding lead who will follow the procedures laid down in section 4 of this policy.
- Ensure that all written concern forms are delivered to the school office which will act as a single location co-ordination and onward transmission as appropriate to the designated safeguarding lead.

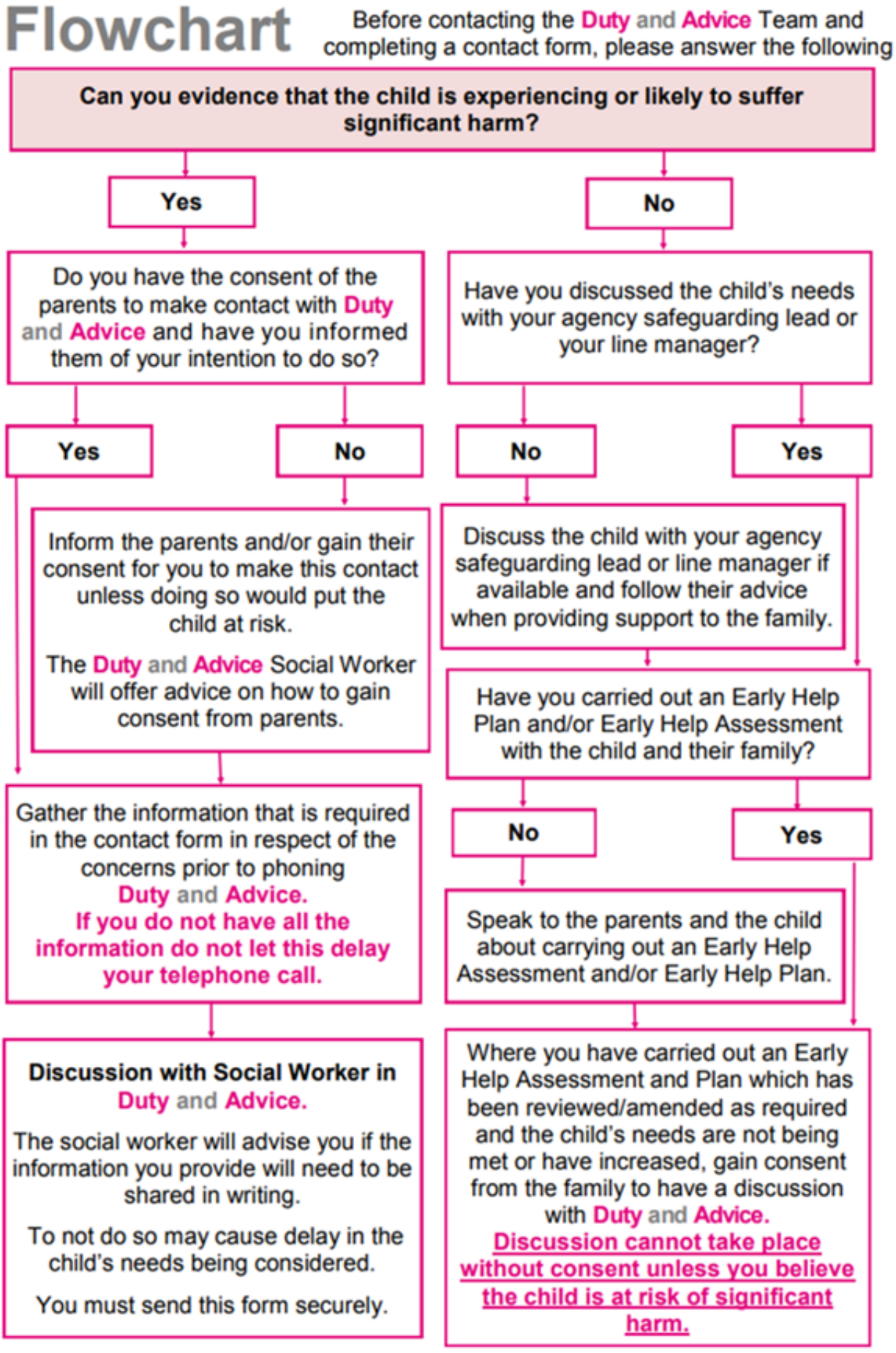


Fig 1 Summary of School Procedure to Follow Where There Are Concerns about a Child

2.10 Alternative Provision (AP)

The school remains responsible for a pupil/student's welfare while they attend an alternative or specialist provider.

When placing a pupil with an alternative provider, the school will:

- Obtain written confirmation that the provider has carried out all relevant safeguarding checks on staff.
- Ensure that the placement is appropriate and meets the pupil/student's educational and personal needs.

The school will also:

- Review the placement at least every half term to monitor the pupil/student's welfare, safeguarding, and progress.
- Keep up-to-date records of the pupil's location and contact details for the provider.

Staff responsible for commissioning alternative provision will:

- Be aware that pupils/students in AP often have complex needs.
- Recognise that these pupils/students may be particularly vulnerable to harm.

Safeguarding responsibility remains with the school throughout the placement.

Section 3 - Identifying Children who are Suffering or Likely to suffer Significant Harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm, and, in most cases, multiple issues will overlap each other. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

3.1 Definitions:

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment (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, and
- Taking action to enable all children to have the best outcomes
- **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm

Children includes everyone under the age of 18. While our school provision only serves pupils under the age of 11, any safeguarding concerns that involve young people or families requiring adult services support will be directed to Kirklees Council. The Community Health and Social Care Hub can be contacted by telephone on 0300 304 5555 (out-of-hours emergency: 01484 414933), or online via Kirklees Adult Social Care Services.

A child: As in the Children Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday or in the case of disabled children 25 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill-treatment of others. This is particularly relevant in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or by another child or children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter; protect a child from physical and emotional harm or danger; ensure adequate supervision; or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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

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

- provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers)
- ensure access to appropriate medical care or treatment.

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

Emotional Abuse Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature

age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying via the internet or mobile phones), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

3.2 Our role in supporting children

- We will offer appropriate support to individual children who have experienced abuse or who have abused others. In cases where students have experienced abuse/abused others, the designated safeguarding lead will ensure that appropriate support is offered. An individual risk assessment will be devised, implemented, and reviewed regularly should the student (victim, perpetrator, or other child affected) require additional pastoral support/intervention.
- Our staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, cultural expectations and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. This school will determine how best to build trusted relationships with children and young people which facilitate communication.

3.3 Children who may require Early Help

All Staff (Governors and Volunteers) working within the school should be alert to the potential need for early help for children, for a child who:

- Is disabled or has specific additional needs;
- Has special educational needs (whether or not they have a statutory Education Health and Care plan);
- Is a young carer;
- Has mental health needs;
- Is a privately fostered child;
- Has returned home to their family from care:
- Is showing signs of engaging in anti-social or criminal behaviour;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect;
- Is showing signs of displaying behaviour or views that are considered to be extreme;
- Is misusing drugs or alcohol themselves:
- Not attending school or are at risk of exclusion from school;
- Is frequently going missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, criminal exploitation;
- Is at risk of being radicalised or exploited;
- Has a family member in prison, or is affected by parental offending
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Is persistently absent from education, including persistent absences for part of the school day
- Not in education, training or employment after the age of 16 (NEET);
- Is homeless and the impact of the student facing homelessness

These children are therefore more vulnerable; this School will identify who their vulnerable children are, ensuring all Staff and Volunteers know the processes to secure advice, help and support where needed. We ensure that all students have the same protection, regardless of any barriers they may face.
When using reasonable force this is in line with national guidelines and takes into account individual student needs and risk management /care plans and in particular with regard to SEND;

- When we are considering excluding, either fixed term or permanently, a vulnerable student or a student who is either subject to a S47 Child Protection plan or there have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the assessment must be completed prior to convening a meeting of the Governing body

Permanent Exclusions Guidance (September 2020) - Ethos Academy Trust (eat.uk.com)

Private Fostering

- Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles, or aunts (whether of full blood, half-blood, or by marriage). Great grandparents, great aunts, great uncles, and cousins are not regarded as close relatives
- The law requires us to notify duty and advice if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the student and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration, or emotional issues such as keeping contact with biological family, maintaining cultural identity
- If we become aware of a child in a private fostering arrangement within Kirklees Council, we will notify duty and advice by calling 01484 414960

https://www.kirkleessafeguardingchildren.co.uk/safeguarding-2/keeping-children-safe/private-fostering/

Children looked after and previously looked after Children and children with a social worker

- All our staff recognise that children looked after previously looked after children (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and care leavers and children with a social worker are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The school/college will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed and a full working relationship is maintained with the Kirklees Virtual School head teacher in respect of all students at the school who are subject of 'looked after' status or have a social worker. The Virtual School team can be contacted on kirklees.virtualschool@kirklees.gov.uk or by calling 01484 225180
- The Governing Body/Proprietor will appoint a designated teacher and work with local authorities to promote the educational achievements of registered pupils who are looked after. Designated teachers have responsibility for promoting the educational achievements of children who have left care through adoption, special guardianship, or child arrangement orders, or who were adopted from state care outside of England and Wales (Children and Social Work Act 2017). The designated teacher will have appropriate training, relevant qualifications, and experience.

Children Potentially At Greater Risk Of Harm

School recognise that while all students have a right to be safe and well, some groups of children are potentially at greater risk of harm and more vulnerable to abuse e.g. those with a disability or special educational needs, those living with domestic abuse or drug/alcohol abusing parents.

Children Who Are Lesbian, Gay, Bi, Or Trans (LGBTQ+)
The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In this school, we, therefore, endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff or a trusted adult.

Children who need a social worker (child in need and child protection plans)
Children may need a social worker due to safeguarding or welfare needs, we recognise that children may need help due to absence, neglect, and complex family circumstances. This school will work in partnership with Kirklees Council where children have been allocated a social worker, the DSL will hold this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. Where we have children on roll who need a social worker this will inform decisions about safeguarding (responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (we will consider the provision of pastoral support and/or academic support, alongside action by statutory services**)**

Children with Special Educational Needs, Disabilities, or Physical Health Issues

The school recognises that children with SEND or physical health issues can face additional safeguarding challenges, including misinterpreted behaviour, increased vulnerability to bullying, and communication barriers.

To address these risks, staff are trained to identify concerns, provide targeted pastoral support, make reasonable adjustments to safeguarding procedures, and work closely with parents, carers, and external agencies to ensure these children are protected and supported.

Elective home education:
This is often referred to as 'education otherwise' in Section 7 of the Education Act 1996 which states: "It shall be the duty of the parent of every child of compulsory school age to cause her or him to receive efficient full-time education suitable to her/his age, aptitude and ability (and to any special educational needs she/he may have) either by attendance at school or otherwise". This means that parents/carers have a legal responsibility to ensure that their child is educated but this does not have to be in school. This school will follow the Department for Education (DFE) guidance should you as a parent decide to educate your children/child at home

https://www.gov.uk/government/publications/elective-home-education
https://kirkleesbusinesssolutions.uk/Page/13204
EHETeam@kirklees.gov.uk

Child Employment
Properly structured and regulated work can help develop and prepare young people for a full-time working life. A young person working part-time between the age of 13 and 16 years old, must request that the employer applies to Kirklees Council for a permit. There is no charge for a work permit. Employers have the ultimate responsibility to ensure that children of compulsory school age are registered with the Local Authority and have a work permit. Parents can also face prosecution if they allow their child to work illegally. Please note that it is against the law to employ children under the age of 13. As a school we will work in partnership with Kirklees council in relation to child employment by completing the Child Employment Referral Form as and when necessary

- child.employment@kirklees.gov.uk

- Supporting information and documents can be found by clicking on the link below

Education Safeguarding Resources | Kirklees Business Solutions

Children in Specific Circumstances

We recognise that all children can be at risk of abuse however we acknowledge that some groups are more vulnerable, this can include:

- the experience of abuse within their family.
- young people in care.
- children who go missing.
- children with additional needs (SEN and/or disabilities) .
- children who identify as LGBTQ+ and/or have other protected characteristics under the Equalities Act 2010.
- children living with domestic violence or drug/alcohol abusing parents.

This school follows the Kirklees Safeguarding Children Partnership (https://www.kirkleessafeguardingchildren.co.uk/) online multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex A of Keeping Children Safe in Education-(KCSiE 2025)

3.4 Specific Safeguarding Issues

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) as defined by Working Together 2023
- Domestic Abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children
- Child-on-child abuse
- Sexual violence and sexual harassment
- The sending of indecent images from one person to another through digital media devices

3.5 Child-On-Child Abuse (Sexual Violence And Sexual Harassment)

We recognise that children can abuse other children, and that child-on-child abuse can manifest in many ways, including but may not be limited to; physical abuse, sexual violence (such as rape, sexual assault), prejudice-based and discriminatory bullying, online/ cyberbullying, consensual and non-consensual sharing of nude and semi-nude images and or videos (also known sexting or youth produced imagery),

abuse in intimate personal relationships between children, criminal and sexual exploitation, upskirting, initiation/hazing type violence and inappropriate harmful sexual harassment, such as sexual comments, jokes and online sexual harassment, which may be standalone or part of broader pattern of abuse.
It is very clear that this abuse should always be treated seriously, and never just as banter, having a laugh or part of growing up. School has a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated in this school and will be challenged. School recognises that even if there are no reports in our school it does not mean it is not happening therefore we always maintain an attitude of "*It could happen here*" and will promote an on-ongoing culture of vigilance to create a safe environment for children. **Any concerns around child-on-child abuse must be reported and recorded in line with the child protection procedures outlined in this policy and reported to the designated safeguarding lead or deputy as soon as possible.**

It should be noted Upskirting became a criminal offence in April 2019 and any such incidents, in line with this policy should be treated as such. Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

The designated safeguarding lead is responsible for responding to such concerns in keeping with Kirklees Safeguarding Children Partnership protocols. The designated safeguarding lead is responsible for providing support to any victims, and the perpetrators

- Where students have exhibited inappropriate/harmful sexualised behaviour and/ exhibited inappropriate harmful sexualised behaviours towards others, the **KSCP Harmful Sexual Response Checklist and The Hackett Harmful Sexual Behaviour Framework** will be used, and contact made with duty and advice, police, or early support if appropriate **(Appendix 8).** School may choose to manage the incident or concern internally if appropriate depending on the nature and the child/children involved through the behaviour policy and pastoral support. In all cases the decisions and reasons for decisions will be recorded
- School will ensure that all victims are reassured that they will be taken seriously regardless of how long it has taken them to come forward and that they will be supported and kept safe. All staff will be trained to manage reports of harmful Sexual Behaviour

In the event of a disclosure or report school will:
- Listen carefully, reflecting back using the child's language
- Reassure the child that this will be taken seriously
- Ask open-ended questions
- Not promise confidentiality
- Inform the designated lead or deputy as soon as practically possible if either the DSL or DDSL is not involved in the initial report
- A written record of the facts will be made
- School will consider whether electronic devices will need to be confiscated at this point
- The school will consider the wishes of the victim and how they would like to proceed, giving the victim as much control as possible in line with school safeguarding arrangements

The school will ensure that the needs of students who abuse others will be considered separately from the needs of their victims and give immediate consideration as to how best to support and protect the victim and the alleged perpetrator(s). A co-ordinated multi-agency approach will take place through a risk assessment management plan (RAMP) to respond to their needs which will include parent/carers, youth justice, police (where appropriate), children's social work service, and health which will be kept under review.
Additional guidance on Sexual violence and harassment between children:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

School and college staff can access government guidance as required on the issues listed below at a number of .GOV.UK website addresses
These include:

- Bullying Including Cyberbullying
  www.gov.uk/government/publications/preventing-and-tackling-bullying

- Children Missing From Education
  www.gov.uk/government/publications/children-missing-education

- Child Missing From Home Or Care
  www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care

- Domestic Violence
  www.gov.uk/domestic-violence-and-abuse

- Drugs
  www.gov.uk/government/publications/drugs-advice-for-schools

- Fabricated Or Induced Illness
  www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced

- Faith Abuse
  www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

- Forced Marriage
  www.gov.uk/forced-marriage

- Gangs And Youth Violence
  www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

- Gender Based Violence
  www.gov.uk/government/policies/violence-against-women-and-girls

- Hate
  www.educateagainsthate.com/

- Mental Health
  www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

- Missing Children and Adults Strategy
  www.gov.uk/government/publications/missing-children-and-adults-strategy

- Private Fostering
  www.gov.uk/government/publications/children-act-1989-private-fostering

- upskirting-which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.
- sexting
  www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/

- Teenage Relationship Abuse
  www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/

- Trafficking
  www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

Plus the following:

3.6 Serious Violence

Serious Violence can become apparent through various indicators, which may signal that are at risk from, or are involved with serious violent crime. This may include increased absence form school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

School recognises the risk factors which increase the likelihood of involvement in serious violence such as:

1. Being male
2. Having been frequently absent or permanently excluded from school
3. Having experienced child maltreatment
4. Having been involved in offending, such as theft or robbery

County lines: criminal exploitation of children and vulnerable
Preventing youth violence and gang involvement - GOV.UK
https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

3.7 Child Sexual Exploitation (CSE)

www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant**:**
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.
  Specific indicators that may be present in CSE are children who:
- Have older boyfriends
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant

All suspected or actual cases of CSE are a Safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a student, they will refer to the Safeguarding Designated Lead/s within the School
Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners) where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should pass the information onto the designated member of staff for child protection
The designated safeguarding lead will complete the CSE/CCE checklist tool for partners **(Appendix 7)** and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool will be kept in the child's child protection records for future reference
If the child /young person already has an allocated social worker, the designated safeguarding lead will contact them (or their team manager) to discuss any concerns about sexual exploitation
A copy of the CSE checklist tool for partners can be obtained from the KSCP Website:
http://www.kirkleessafeguardingchildren.co.uk/child-sexual-exploitation.html
We will ensure the school works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

3.8 The Criminal exploitation of children: County Lines
Child Criminal Exploitation: (CCE)
Young people who are victims of CCE include those who are:
- Trafficked within the UK with the intention of being used to commit criminal acts that benefit the trade of drugs and criminal gangs
- Coerced into the supply, transporting and dealing of class A drugs. They may be doing this within their local area, however they are often crossing one or more police force or local authority boundaries
- Coerced into carrying drugs, weapons and money to assist in the trade and movement of drugs

Criminal exploitation of children is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals; including, reference to the Safeguarding procedures as outlined by the local authority. This will mean a referral into the Police and Social Care. The school/college will offer support to a victim.
Signs which may indicate criminal exploitation:
- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts /phone calls
- Relationships with controlling /older individuals or groups
- Leaving home / care without explanation

- Suspicion of physical assault /unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Appendix 1.
CCE often occurs without the child's immediate recognition, and with the child believing they are in control of the situation. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength. Violence, coercion and intimidation are common, involvement of exploitive relationships being characterised in the main by the child/young person's availability of choice resulting from their social/economic and/or emotional vulnerability. The experience of girls who are criminally exploited can be very different from that of boys. The indicators may not be the same, however, we are aware that girls are at risk of criminal exploitation too. We also recognise that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

3.9 Carrying Knives/offensive weapons and gang culture
Bringing and carrying a knife/offensive weapon onto school/college premises is a criminal offence and immediate action will be taken by calling the police and informing the informed.
The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018 will be consulted and the school/college will consider and may apply the disciplinary procedure.

If a member of staff suspects a pupil/student being involved in gang culture, this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The pupil/student may be an exploited child and victim to which the school/college will offer support.

3.10 Female Genital Mutilation (FGM) and "honour based" abuse
www.gov.uk/government/publications/female-genital-mutilation-guidelines
So-called 'honour based 'violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, school/college staff will speak with the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures (as set out in section 4 of this policy), using existing national and local protocols for multi-agency liaison with police and children's social care.
For every crime committed there are also numerous incidents of bullying, emotional and psychological abuse. Some victims have very restricted movements and are under constant supervision having little contact with the outside world
Crimes committed may include:

- false imprisonment or kidnap
- Domestic Servitude
- ABH or GBH
- threats to kill
- harassment and stalking
- sexual assault
- rape
- female genital mutilation
- forced to commit suicide
- Forced Marriage
- Murder

Further information and resources can be found via the links below:
https://www.kirkleessafeguardingchildren.co.uk/safeguarding-2/different-types-of-abuse/honour-based-violence/

FGM is defined by the World Health Organisation as "all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons". There is no cultural or religious justification for FGM and it has been illegal in this country since 1985. If it is performed on a British citizen in the UK or overseas it is a crime. The main countries of origin where FGM is practiced include Africa and the Middle East.
FGM frequently involves young girls between the ages of infancy and 15 years of age.
Professionals need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs of Girls at Risk:

- Member of a community whose country of origin practises FGM and that is less integrated into UK society
- A girl whose sister or other relatives have undergone FGM
- A girl whose parents have withdrawn her from lessons featuring FGM (where other warning signs are also present)
- Families making preparations for an extended holiday, including arranging vaccinations in the country of origin.
- Families may practice FGM in the UK when a female family member elder is visiting from the country of origin.
- You may hear reference to FGM in conversation, for example a girl may tell other children about it.
- There is a duty to report to the Police where FGM appears to have been carried out on a girl under 18 years of age

Mandatory reporting of FGM - duty on schools:
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 that FGM has carried out on a girl under 18 years. Those failing to report such issues will face disciplinary sanctions. Further detail can be found at www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Relationships, Sex and Health Education (RSHE)
The school follows the revised statutory RSHE guidance (KCSIE 2025, para 128).

- Teaching addresses all forms of sexual harassment and abuse, rather than specific types like FGM or forced marriage (KCSIE 2025, para 130).
- RSHE supports safeguarding by promoting healthy relationships, consent, personal safety, and respectful behaviour.
- Staff delivering RSHE follow safeguarding policies, ensuring content is age-appropriate and reinforces strategies for seeking help.
- RSHE complements wider safeguarding measures, including online safety, mental health support, and reporting concerns.

3.11 Mental Health

- All staff should also 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. Staff 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.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.
- The department has published advice and guidance on *Preventing and Tackling Bullying*, and *Mental Health and Behaviour in Schools* (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance *Promoting children and young people's emotional health and wellbeing*. Its resources include social media, forming positive relationships, smoking and alcohol.

Additional guidance
Mental health and behaviour in schools - GOV.UK

3.12 Preventing Radicalisation www.gov.uk/government/publications/prevent-duty-guidance
Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. Prevent is one of strand of the UK's overall counter terrorism strategy, known as CONTEST. Prevent aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives;

- challenging **ideologies** that support terrorism and those who promote it;
- protecting vulnerable **individuals** from being drawn into extremism through appropriate advice and support;
- Supporting sectors and **institutions** where there is a risk of radicalisation.

Section 26 of the Counter Terrorism and Security Act 2015 places a statutory duty on specified authorities to have *'due regards to the need to Prevent People from being drawn into terrorism'*. Specified authorities identified as part of this duty apply to bodies which have significant interaction with children, young people and adults who could be vulnerable to radicalisation and extremism. The authorities listed within this duty include early years and out of school settings, schools, colleges and private and voluntary services that exercise functions in relation to children, for example children's homes and private fostering agencies.

Prevent in Kirklees

The Kirklees Prevent Strategy tackles all forms of extremism and contributes towards the delivery of the "Protecting people from serious harm" theme within the Kirklees Community Safety Partnership Plan. The Kirklees Prevent Hub which is overseen by the Prevent Coordinators, is a partnership approach between West Yorkshire Police and Kirklees Council is our main point of contact for Prevent enquiries and concerns across Kirklees.

Channel and Raising Concerns

Channel is a multi-agency safeguarding program run in every local authority in England and Wales. It works to support vulnerable people from being drawn into extremism and provides a range of support such as mentoring, counselling and assistance with education, employment and training. Channel focuses on early intervention to protect vulnerable people from being radicalised.

The role of the Kirklees Channel panel is to develop an appropriate support package to safeguard those at risk of being drawn into extremism based on an assessment of their vulnerability.

The Kirklees Channel panel is made up of a number of professionals with safeguarding experience from a variety of organisations and services including children and adults safeguarding, education, health, and West Yorkshire Police, and their meetings are held on a monthly basis.
Channel may be appropriate for anyone who is susceptible to radicalisation or being drawn into any form of extremism. Channel aims to safeguard children and adults of any faith, ethnicity or background before their vulnerabilities are exploited by those that would want to cause them or others harm.

Participation in Channel is voluntary and requires consent to be given by the individual (or their parent or guardian in the case of anyone under 18) in advance of support measures being put in place. Referrals made to Channel should contain concerns based on a person's susceptibility to radicalisation and should not be because of the persons faith or ethnic origin. Ideally, the person considering making the referral will be the designated safeguarding officer for their school/ placement and have a good understanding of safeguarding and Prevent.

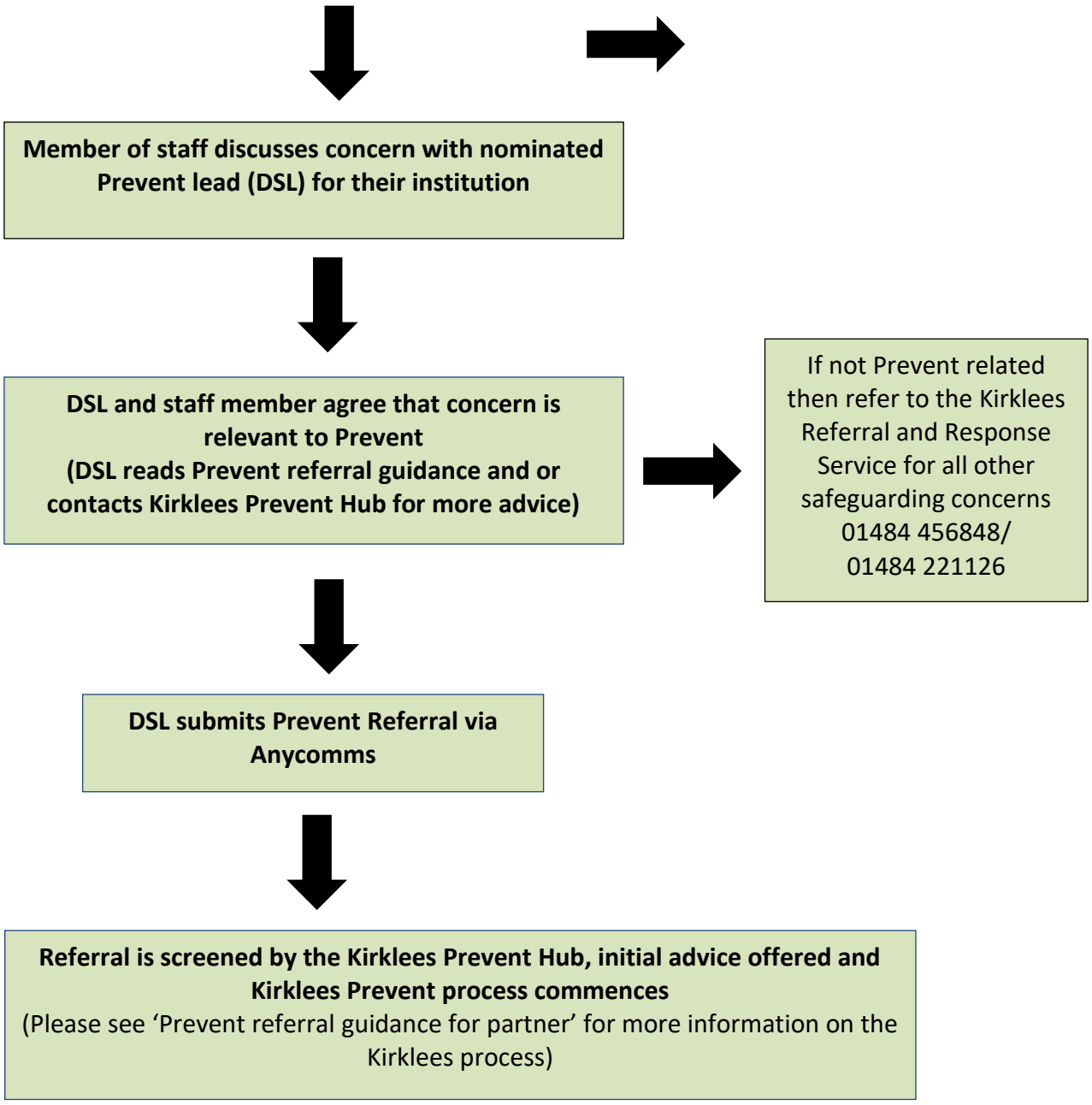
Training and Support

The Kirklees Prevent Hub offer training to organisations, community groups, education establishments and front line staff who engage with children, young people and individuals or groups who may be susceptible to being radicalised or drawn into extremist narratives.
This includes projects and resources that can be delivered as part of alternative curriculum days or embedded within the curriculum for students and young people across a number of key stages.
For more information about Prevent in Kirklees, including referral forms and project examples please visit the Kirklees Prevent website www.kirklees.gov.uk/prevent or contact the hub via 01924 483747/ Anycomms "Prevent Referral" or Prevent@kirklees.gcsx.gov.uk

Kirklees Prevent Referral Pathway

Member of staff has a Prevent related concern

If the individual is at immediate risk of harm or immediate risk of terrorist



Prevent Contact Details
General Enquiries
Kirklees Prevent Hub - 01924 483747 - Prevent@kirklees.gov.uk

Anycomms – Prevent Referral - http://www.kirklees.gov.uk/prevent

3.13 Online Safety

This School is committed to meeting the requirement to keep students safe when using technology. We believe the whole school community can benefit from the opportunities provided by the internet and other technologies used in everyday life. The school's Online Safety Policy supports this by identifying the risks and the steps we are taking to avoid them. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate, or harmful content; for example, pornography, fake news, misinformation, disinformation, conspiracy theories, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

Contact: being subjected to harmful online interaction with other users; for example; peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial, or other purposes.

Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending, and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images) and online bullying; and
Commerce; risks such as online gambling, inappropriate advertising, phishing, and/or financial scams.

The school's expectations for responsible and appropriate conduct are set out in the Online Safety Policy and Acceptable Use Policies (AUPs), which all staff, students, and visitors are expected to follow.

Education

Opportunities to teach safeguarding, including online safety.
https://www.gov.uk/government/publications/teaching-online-safety-in-schools

Filters and Monitoring

The governing body ensures filtering and monitoring on all school devices and networks.
The IT Manager manages filtering and monitoring, while the Governing Body holds ultimate accountability, led by the Safeguarding Governor, the board ensures DfE compliance.

The governing body will be doing all that they reasonably can to limit children's exposure to the above risks from the school IT system. As part of this process, the governing body/ proprietor will ensure the school has appropriate filters and monitoring systems in place and cyber security measures are in place. Whilst considering their responsibility to safeguard and promote the welfare of children and provide them a safe environment in which to learn, governing bodies will consider the age range of the students, how often they access the schools IT system and the proportionality of costs versus risks a**nd emerging technologies including generative AI tools**.

The appropriateness of the filtering and monitoring systems in place will be informed in part by the risk assessment required by the Prevent duty

Whilst it is essential that governing bodies and proprietors should ensure that appropriate filters and monitoring systems are in place; they should be careful that "over-blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding

The following link provides further guidance on what "appropriate" might look like:

www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring

Further detailed information on the school response to online safety can be found in the separate school Online Safety Policy and associated Acceptable Use Policies in respect of information technology in use by staff and students.

AI Safety / Generative AI
The school recognises that new technologies, including generative AI tools, can present safeguarding risks. Filtering and monitoring systems will include controls to mitigate risks from AI-generated content, misinformation, or inappropriate outputs, in line with DfE guidance: Generative AI Product Safety Expectations.

Digital Resilience and Cyber Security
The school is strengthening digital resilience by following relevant DfE guidance, including cyber security standards and advice on emerging technologies such as generative AI. Where appropriate, DfE self-assessment tools may be used to review filtering, monitoring, and digital safety arrangement

Staff should be aware that AI tools can be misused to create harmful content, including bullying, grooming, or 'deepfakes', and any such incidents will be addressed under this policy.

The school regularly assesses its digital safety and cybersecurity measures to ensure they remain effective, including in relation to generative AI tools, in line with DfE guidance on Cyber Security Standards and Generative AI Product Safety Expectations.

3.14 The sending of indecent images from one person to another through digital media devices
This school accepts that this is a Safeguarding concern and one that is increasing which requires a robust response. We will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to in order to tackle the concerns and work in partnership with our agencies.

We will refer to:

- The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools
- "Sexting in Schools & Colleges: Responding to incidents & safeguarding young people" UK Council for child internet safety

3.15 Domestic Abuse
Al-Furqaan Prep school understands that the cross-government definition of domestic abuse and abuse includes:

- Is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality
- Can encompass, but is not limited to psychological, emotional, physical, sexual, financial, harm
- Can impact children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships
- Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour
- Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim if this school do identify children

for whom domestic abuse may be a concern they will apply the usual referral process and child protection procedures and pass this information to the designated safeguarding lead (DSL). The DSL can then refer cases where relevant to Kirklees duty and advice team (DAAT). Where DV Notifications are received from DAAT, this information will be added to a students chronology and child protection record to ensure that appropriate support can be provided where necessary

- This school is aware of and follow the Kirklees Joint Agency protocol for domestic violence and abuse – (Operation Encompass School notification) contact numbers for this must be kept updated by emailing Education.safeguardingteam@kirklees.gov.uk

3.16 Prohibition of Tracking Devices on School Trips/Outings

Al-Furqaan Prep school strictly prohibits the use of tracking devices, including but not limited to Apple AirTags, GPS and video-enabled smartwatches, and any other location-tracking technologies, both on school premises and during school trips/outings.

- These devices raise significant safeguarding and privacy concerns, as they may share children's locations or personal data.
- This prohibition is in place to ensure the safety and privacy of all children and staff.
- Parent's must confirm that their child will not bring or carry any tracking devices, including Apple AirTags, GPS-enabled smartwatches, or any other location-tracking technology, on the trip. If a tracking device is found, it will be returned to school for collection by a parent/carer.

Section 4 - Taking Action to ensure that Children are Safe at School and at Home

All staff will follow the West Yorkshire Consortium Safeguarding Children Procedures which are consistent with 'Working Together to Safeguard Children 2023' and 'What to do if you are worried a child is being abused'.

It is ***not*** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. All concerns regarding the welfare of students will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or another senior member of staff in the absence of the DSL) prior to any discussion with parents.
If a staff member has any safeguarding concerns regarding a child they should report it to the DSL (Mrs. F Mullan) or in circumstances where the DSL is not available then the Deputy DSL (Mr. A M Rawat) or the Safeguarding Governor (Mr Z Seedat) should be notified, they will then discuss with that staff member and if the concern needs to be followed up or actioned they will action and follow up using the appropriate channels.

4.1 Concerns that staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person

- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

4.2 Responding to Disclosure

Disclosures or information may be received from students, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead, make a contemporaneous record and contact Kirklees -- Duty and Advice Team as required. On 01484 414960 or 01484 456848 for consultation.

Principles:

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Tell me what happened?' rather than 'Did x hit you?'
- very young children often do not understand the concept of time so be careful if asking the question 'when did that happen'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead
- reassure and support the child as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

4.3 Action By The Designated Safeguarding Lead (or other senior person who is able to cover this role)

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child.
- making an enquiry to find out if the child is subject to a child protection plan by ringing Kirklees-Duty and Advice Team as required. - 01484 414960 or 456848.
- discussing the matter with other agencies involved with the family.
- consulting with appropriate persons e.g. Safeguarding Officer and/or Multi-Agency Safeguarding Hub (MASH).
- the child's wishes.

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk (i.e. sexual abuse, forced marriage or fabricated illness)

- whether to make a child protection referral to Kirklees Multi-Agency Safeguarding Hub (MASH) because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- not to make a referral at this stage.
- if further monitoring is necessary.
- if it would be appropriate to undertake an assessment – Single Assessment Part 1 process (formerly Early Help Assessment) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to the Multi-Agency Safeguarding Hub (MASH) will be followed up in writing within 24 hours.

4.4 Action Following A Child Safeguarding Referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed.
- wherever possible, contribute to the strategy discussion.
- provide a report for, attend and contribute to any subsequent child protection conference.
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences.
- where possible, share all reports with parents prior to meetings.
- where in disagreement with a decision made by the Multi-Agency Safeguarding Hub (MASH) e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures 8.2 - Resolving Professional Disagreements.
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform Kirklees - Duty and Advice Team on 01484 414960 or 456848

4.5 Record Keeping and Monitoring

Child Safeguarding Record

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen. Keeping Children Safe in Education (KCSIE 2025) identifies that 'All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing or electronically'. Information will be kept confidential and stored securely. Therefore, records included within a child's safeguarding file may include the following:

- All school/setting welfare concern forms.
- Any notes initially recorded in the form of notebooks or diaries
- Records of discussions, telephone calls and meetings (with colleagues, other agencies or services, parents and children / young people)
- A clear comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome
- Professional consultations
- Letters and emails sent and received
- Print outs of emails or other electronic communications sent and received
- Referral forms (both for external and education-based services)

- Minutes of meetings (copies for each child as appropriate)
- Formal plans linked to the child (e.g. Child Protection Plan)
- Chronology (summary of significant events and the actions and involvement of the school/college) (**Appendix 3**)
- All completed child protection cause for concern records (**Appendix 4**)
- Any child protection information received from the child's previous educational establishment

Child safeguarding records must be kept separate from all other records relating to that child.

Child safeguarding records should be stored in a locked cabinet preferably within the DSL's office with access only to those with direct child safeguarding responsibility for children. It is essential to ensure that the school/settings Leadership Team know the arrangements for access to records in the absence of the DSLs.

If any electronic systems are used by the school to store and transfer child protection files, this will always take place in accordance with the Data Protection Act 2018 and UK GDPR. (p. 42)

All documents will be retained in a 'Child Safeguarding' file, separate from the child's school file. This will be locked away and only accessible to the head teacher and designated safeguarding lead. These records will be copied, with the original file being transferred to any school or setting the child moves to, clearly marked 'Child Safeguarding, Confidential, for attention of Designated Safeguarding Lead for Child Safeguarding.'

- A copy of any support plan for the student concerned (**Appendix 5**)
- When a student leaves this school we will ensure that the child protection file is transferred securely and separately from the main student file to the receiving school/educational establishment (where this is known) as soon as possible and within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Student Information – England) Regulations 2005.
- When there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the student or others (i.e. self-harming or harmful sexualised behaviour), this information will be shared with the destination provision prior to the student starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The designated safeguarding lead will consider if it would be appropriate to share.

4.6 Retention of Records, Data Protection and Disclosure to Third Parties

Records relating to child safeguarding are exempt information under the Education (School Records) Regulation 1989. They can be kept on computer and are exempt from the disclosure provisions of the General Data Protection Regulation (GDPR)

Neither the parent nor the child has an automatic right of access to child safeguarding records. It is however best practice to share information written by staff unless there is a valid reason to withhold it. If an application is made to see the whole record, advice should be sought from the local authority safeguarding adviser or school safeguarding officer, and the child's social worker if they have one. All third-party information should be removed, or consent sought for its disclosure from source.

Cases of alleged abuse that result in court proceedings may require the school/setting to disclose their records, either through the police or social services. Records (suitably anonymised) may also be requested for use in disciplinary proceedings.

In all court cases, a requesting solicitor or other third party should be advised that a Witness Summons or Subpoena should be obtained. In these situations, the advice of your local authority legal department should be sought.

- Timely information sharing is essential for effective safeguarding. This school will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2018). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.
- The storing and processing of personal data is governed by the General Data Protection Regulations 2017 (GDPR) and Data Protection Act 2018. This school will give clear advice to staff about their responsibilities under this legislation so that, when considering sharing confidential information, those principles should apply.
- Staff may have access to special category personal data about students and their families, which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

Archiving

The school that the student attended until statutory school leaving age (or the school where the student completed sixth form studies) is responsible for retaining any child protection records they may hold. Child protection record should be retained until the child's 25th birthday, after which point the file will be destroyed from our school recording system. The Governing Body determines how and where child protection files are stored. Due to the high sensitivity of the information, records are held securely with strictly limited access restricted to the Designated Safeguarding Lead (DSL) or Headteacher.

Safe Destruction of the Pupil/Student Record

Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation or they will contain information which is confidential to our school or the Local Authority. Information should be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors.

Other Areas Of Work

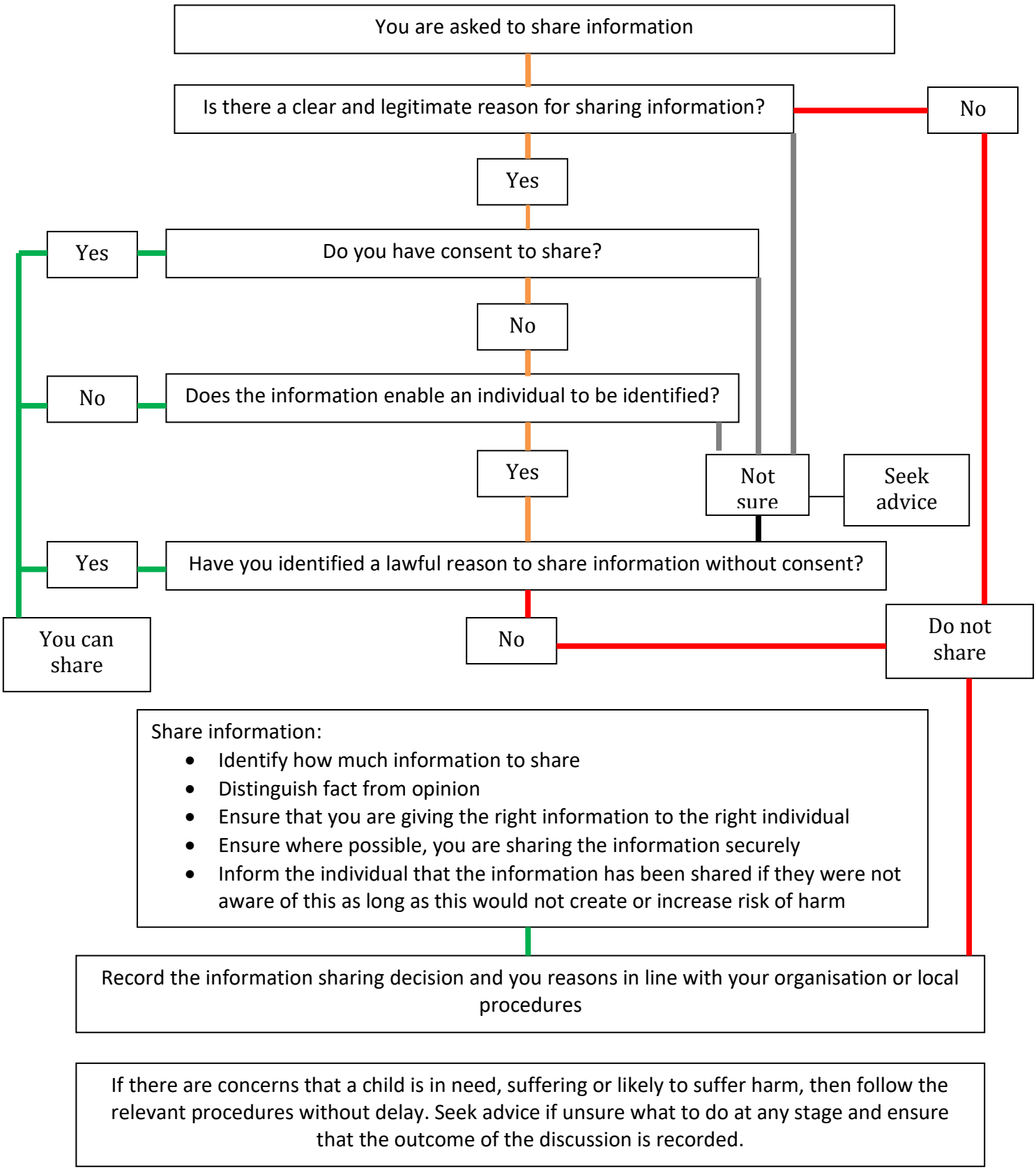
- All our policies that address issues of power and potential harm, e.g. Anti- Bullying, Equal Opportunities, Positive Handling, Behaviour, will be linked to ensure a whole school approach.
- Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school, which ensures that children are treated with respect and dignity, feel safe, and are listened to.
- Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and can occur between students outside the school or college. All staff, but especially the designated safeguarding lead and deputy designated safeguarding lead will consider the context within which such incidents and behaviours occur. This is known as Contextual Safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and welfare.

4.7 Transferring Records to other School Settings

Child safeguarding files should always be kept by the current education setting which the child attends. Transferring schools/settings do not need to keep copies of child safeguarding files, but if they do they must be kept in accordance with data retention (see next para.). In cases where there may be ongoing involvement from transferring schools/settings, for example if any siblings still attend your school/setting, then DSLs may wish to take copies of chronologies etc. if appropriate.

It is the responsibility of the transferring school/setting to ensure that child safeguarding files are sent to the receiving school/setting. However DSLs in receiving schools/settings should always seek to proactively ensure that positive communications are in place with any feeder schools/settings at transition to check that child safeguarding files have been sent.

Current guidance from the Records Management Society is that when a child with a child safeguarding record reaches statutory school leaving age, the last school/setting attended should keep the child safeguarding file until the child's 25th birthday. Following this, the file should then be shredded, and a record should be kept of this having been done including the date, and why.



- When the destination school is not known *(the original records should be retained by the school/college).*
- When the child has not attended the nominated school *(the original records should be retained by the school/college).*
- There is any on-going legal action *(the original file should be retained by the school and a copy sent).*

- Student records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand as soon as possible and within 5 days for an in -year transfer or within the first 5 days of the start of a new term. When hand-delivering student records, a list of the names of those students whose records are being transferred and the name of the school/college they are being transferred to will be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the transfer will be retained for audit purposes.
- If a student moves from our school, child protection records will be forwarded onto the named designated safeguarding lead at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face-to-face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible. A signed receipt of file transfer or an electronic delivery and read receipt must be obtained for audit purposes by the delivering school.
- When sending by post, student's records will be sent "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.
- For audit purposes a note of all student records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.
- If a student is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Student Information – England) Regulations 2005, following the above procedure for delivery of the records.
- When a designated safeguarding lead member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
- All designated safeguarding leads receiving current (live) files or closed files will keep all contents enclosed and not remove any material.
- All receipts confirming file transfer will be kept in accordance with the recommended school retention periods. For further information refer to the archiving section.

4.8 Supporting The Child And Partnership With Parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.
- Working Together 2023 states; Children should, wherever possible, be seen alone and local authority children's social care has a duty to ascertain the child's wishes and feelings regarding the provision of services to be delivered. It is important to understand the resilience of the individual

child when planning appropriate services. The Children Act 1989 promotes the view that all children and their parents should be considered as individuals and that family structures, culture, religion, ethnic origins and other characteristics should be respected.
- Staff must realise the importance of not only listening to the child but also taking action to ensure the child's safety.

Section 5 - Allegations of Abuse made against Teachers and other Staff (including Volunteers)

Managing Allegations
Local Authority Designated Officer (LADO)

Kirklees LADO Team welcomes our contact in relation to concerns we may have about any adult in a position of trust or working (paid or unpaid) with children.

This Kirklees LADO web page allows professionals, employers, voluntary or faith organisations to access early advice and guidance from the LADO via the link below;

Local Authority Designated Officer (LADO) | Kirklees Council
The LADO must be informed within 1 working day (or the next working day) when an allegation is made; prior to any further investigation taking place (**Appendix 11)** Improved outcomes for children are aided by close collaboration between single and multi-agency partners, through timely quality conversations. This school follows the guidance on managing allegations and low-level concerns provided in the link below:

Local Authority Designated Officer (LADO) | Kirklees Council
Who should be referred to the LADO
All allegations relating to the harm of a child or young person by those who work with them must be taken seriously and must be reported immediately.
It is alleged that a person who works with children (paid or unpaid capacity) has:
- Behaved in a way that has or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved toward a child in a way that indicates he or she would pose a risk of harm
- An allegation has been made against a person in relation to his/her work with adult service users, which causes concern about the welfare of an adult service user's children or the person also has another role working with children

Reasons For An Allegation
An allegation is made against a person in relation to a matter that may indicate that the person may not be suitable to work with children. This can be connected with his/her employment or voluntary activity, or in relation to a person's private life where;
- Concerns arise about a person's behaviour about his/her own children
- Concerns arise about the behaviour of a partner, member of the family or other household member
- Where other information suggests they may pose a risk to any person that may demonstrate a transferable risk within their role with children

The LADO will ensure that all allegations and enquires are managed proportionately and appropriately; sharing information to ensure that children are safeguarded within multi agency settings

We will apply the same principles as in the rest of this document and we will always follow the West Yorkshire Consortium Safeguarding Children Procedures that can be accessed at http://westyorkscb.proceduresonline.com/ at section 2.6. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in the safe room in school.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record
- In the event that an allegation is made against the head teacher the matter will be reported to the Chair of Governors who will proceed as the 'head teacher'
- The head teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children

- The head teacher may need to clarify any information regarding the allegation; however, no person will be interviewed at this stage.
- The head teacher (or Chair of Governors if the allegation is about the Head Teacher) will consult with the Local Authority Designated Office for Child Protection immediately, in order to determine if it is appropriate for the allegation to be dealt with by school or whether there needs to be a multi-agency response to the matter.

- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Kirklees Multi-Agency Safeguarding Hub (MASH). This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation
- Consideration will be given throughout to the support and information needs of students, parents, staff and the employee the subject of the allegation. .
- The head teacher will inform the Chair of Governors of any allegation against a member of school/college staff.
- If consideration needs to be given to the individuals employment and immediate management of risk, advice will be sought from either Kirklees Council HR (see contact sheet) or the HR advisor employed by the school/college.
- If a staff member feels unable to raise an issue with the SLT, head teacher and governing body or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

https://www.gov.uk/whistleblowing
https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/
Staff can call 0800 028 0285-line is available from 8.00am-8.00pm, Monday to Friday and email: help@nspcc.org.uk

Annex 1 – Contact Details

Organisation	Contact Details	
Local Authority Designated Officer (LADO) – Allegations against adults in school	Phone / Emergency: 01484 221126 Email: LADO.cases@kirklees.gov.uk AnyComms: Select "child protection" from the drop-down menu	Responsible for managing allegations against staff or volunteers
Duty Social Workers – Duty & Advice Team – Advice / Training / Safeguarding Audit	Emergency / Immediate Concerns: 01484 414960 Non-Emergency / Advice: DutyAdvice.Admin@kirklees.gov.uk Secure Email Transfer from Schools (AnyComms): Select "MASH"	Immediate child protection concerns; advice & referrals
Education Safeguarding Team – Kirklees	Service Manager: Maggie Featherstone – 01484 221000 Safeguarding Officers: Michelle Stephenson & Maxine Wood Email:schoolsafeguardingofficer@kirklees.gov.uk Phone (team): 01484 221919	Advice and support for schools; safeguarding practice concerns
Practice Concerns / Compliments	Email:FSCPSeniormanagement@kirklees.gov.uk	Feedback on safeguarding practice
PREVENT – Team Prevent – Training / Advice	Phone: 01924 483747Email: prevent@kirklees.gov.uk	Staff training and advice on preventing radicalisation
Police	Emergency: 999 Non-Emergency: 101	Immediate safeguarding concerns or criminal activity
NSPCC (National Society for the Prevention of Cruelty to Children)	Helpline: 0808 800 5000 Email: help@nspcc.org.uk Text support: 88858	Child protection advice and support
Operation Encompass – School DSL / Key Contact	School-specific DSL / Key Adult contact Update contacts via: Education.SafeguardingTeam@kirklees.gov.uk	Notifications of domestic abuse incidents affecting pupils; DSL receives updates daily

Annex 2 – Recommended Websites, Guidance Documents, Training Materials

Safer Internet Centre	https://www.saferinternet.org.uk	Guidance for online safety in schools
Keeping Children Safe in Education (KCSIE)	https://www.gov.uk/government/publications/keeping-children-safe-in-education	Statutory guidance for all schools
Working Together to Safeguard Children	https://www.gov.uk/government/publications/working-together-to-safeguard-children	Statutory inter-agency safeguarding guidance
Kirklees Local Child Protection Procedures	https://www.kirkleessafeguardingchildren.co.uk/procedures	Procedures for reporting/responding to safeguarding concerns
Prevent Duty Guidance	https://www.gov.uk/government/publications/prevent-duty-guidance	School duties to prevent radicalisation
Appropriate Filtering & Monitoring	https://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring	Guidance for effective IT filtering and monitoring
NSPCC Online Child Protection Training	https://learning.nspcc.org.uk/training/	Recommended for all staff; online safeguarding modules
KSCP Safeguarding Training	https://www.kirkleessafeguardingchildren.co.uk/training	Mandatory courses for DSLs and staff
Prevent Awareness Training	https://www.elearning.prevent.homeoffice.gov.uk	Statutory requirement for staff at risk of exposure to radicalisation
Operation Encompass Awareness	https://www.operationencompass.org/	Training for DSLs on handling police notifications regarding domestic abuse incidents

Appendix 1 – Definitions and Indicators of abuse
Appendix 2 - Dealing with a disclosure of abuse
Appendix 3 - Chronology of key events
Appendix 4 – Cause for concern form
Appendix 5 – Specific, Measurable, Attainable, Realistic Timely Plan (SMART)
Appendix 6 – Confidential Staff File Checklist
Appendix 6a – Induction-New teaching staff
Appendix 6b – Induction-Volunteers
Appendix 7 – Child Exploitation Partnership Assessment and Decision-Making Tool
Appendix 8 –Harmful Sexual Behaviour Response Checklist

Appendix 1 Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2023). See also Keeping Children Safe in Education Part one and Annex B (https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the

impact of witnessing ill-treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Examples which may indicate neglect (not designed to be used as a checklist)

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

Physical Abuse: Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child
Examples which may indicate physical abuse (not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for sports activities
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example Anorexia Nervosa and Bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for sports activities or swimming
- Bruises, scratches in genital area

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

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / going missing
- Compulsive stealing
- Masturbation, appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment

Child Sexual Exploitation: Child Sexual Exploitation (CSE) is a form of Child Sexual Abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology

Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners) where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should pass the information onto the designated member of staff for child protection

The designated safeguarding lead will complete the CSE/CCE checklist tool for partners **(Appendix 7)** and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool will be kept in the child’s child protection records for future reference

If the child /young person already has an allocated social worker, the designated safeguarding lead will contact them (or their team manager) to discuss any concerns about sexual exploitation

A copy of the CSE checklist tool for partners can be obtained from the KSCP Website: http://www.kirkleessafeguardingchildren.co.uk/child-sexual-exploitation.html

We will ensure the school works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested

Child Criminal Exploitation: (CCE)

Young people who are victims of CCE include those who are:

- Trafficked within the UK with the intention of being used to commit criminal acts that benefit the trade of drugs and criminal gangs
- Coerced into the supply, transporting and dealing of class A drugs. They may be doing this within their local area, however they are often crossing one or more police force or local authority boundaries
- Coerced into carrying drugs, weapons and money to assist in the trade and movement of drugs

CCE often occurs without the child’s immediate recognition, and with the child believing they are in control of the situation. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength. Violence, coercion and intimidation are common, involvement of exploitive relationships being characterised in the main by the child/young person’s availability of choice resulting from their social/economic and/or emotional vulnerability

Serious Violence

- Our staff will recognise when children may be at risk from/or involved with serious violent crime by recognising the indicators such as:
  1. Increased Absence from school
  2. A change in friendship or relationships with older individuals or groups
  3. A decline in performance
  4. Signs of self-harm or a significant change in wellbeing
  5. Signs of assault or unexplained injuries
  6. Unexplained gifts or new possessions

Responses From Parents

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

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Children with Special Educational Needs and Disabilities

When working with children with disabilities school staff will to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

Appendix 2 Dealing with a disclosure of abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this state who this will be and why
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed
- Tell the child that it is not her/his fault
- Encourage the child to talk but do not ask "leading questions" or press for information
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected
- Do not tell the child that what s/he experienced is dirty, naughty or bad
- It is inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard

- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations

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

Immediately afterwards

All disclosures of abuse will be responded to in keeping with the professional roles and responsibilities outlined in Fig 1 summery of school procedure to follow where there are concerns about a child

Appendix 3 Chronology Of Key Events

STRICTLY CONFIDENTIAL

Guidance Notes: Briefly summarise decisions reached, the services offered and/or provided to the child (ren) and family, and other action taken

Name of child…….…… Class……..

Date	Event – Meeting/Telephone Call/Email/Review	Names of family member/professional involved.	Outcome/Follow up action.

Appendix 4 Cause for Concern Form (AFPS 21)

Strictly Confidential

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the designated safeguarding lead

Name Of Child…….. Class / Tutor Group……

Name Of Staff Member Completing Form……

Day…….. Date……. Time……. Place……

(Of observed behaviour / discussion / disclosure)

Nature Of Incident / Concern Including Relevant Background (Record child's word verbatim and any wishes and feelings expressed)

Signed: _____

Action/Passed To: _____

For: Designated Safeguarding Lead Officer Use

Name: _____ Date: _____ Time_____

Action Taken	**By Whom**	**Outcome**
Discuss with child **Ensure the child's wishes and feelings are ascertained where appropriate and fully recorded.**		
Monitoring Sheet		
Check behaviour database, for recent incidents, that might be significant to inform assessment		
Contact Parents **Please Tick** **Telephone Call ___** **Meeting: ___** **Email: ____**		

Refer as appropriate (i.e. D&A, Early Support etc.)		
Other (Please specify)		

Appendix 5 Specific, Measurable, Attainable, Realistic, Timely (SMART) Plan

Example: Overview of Pupil/Student Support/SMART Plan

Child Protection Pupil/Student Support Plan Information	**Name Of Pupil/Student:**		
Current Care/Living Arrangements			
Support Needs Identified			
	Support/Intervention		
Type of support/intervention	**Provider**	**Start Date**	**End Date**
	Agencies Involved		
Name Of Professional	**Agency**	**Email**	**Telephone**

Appendix 6 Confidential Staff File Checklist

Name ……

Job title ……

Contents:

- o
  - Application form
  - Self-Disclosure
  - Interview notes
  - Medical history
  - Online Search
  - Reference1
  - Reference 2
  - Job description given
  - DBS Disclosure
  - Proof of identity- Name and Photo
  - Proof of address
  - Proof of qualifications
  - Complaints
  - Induction
  - Staff code of conduct
  - Safeguarding certificates
  - Online safety
  - FGM
  - Prevent
  - Direct Debit Form
  - AUP

INDUCTION TIMETABLE FOR NEW TEACHING STAFF/ TEACHING ASSISTANTS			
NAME:	JOB TITLE:	DATE ACHIEVED	SIGNED
Before employment commences			
1.Pre-employment checks completed including DBS			
2. Staff room, personal belongings and phones			
3. ID badge, Key fob, Computer logins/School email			
4. Safeguarding policy and procedures			
5. Staff grievance and discipline policy			
6. Health protection policy			
7. Health & Safety policy			
8. Basic safeguarding awareness e-learning course			
9. Keeping children safe in Education			
10. Prevent course			
11. FGM course			
12. Online Safety and AUP			
13. Filtering and Monitoring Course			
14. Staff code of conduct			
15. Staff privacy notice			
16. Complaints procedure/Policy			
Within the first week at Al- Furqaan- Initial Interview with Supervisor and Mentor to further discuss the induction process. This will be followed by further meetings to discuss the items below			
1.A tour around the school – to look at classes, office, staffroom, reception, resources etc			
2. Fire prevention and procedures and extinguishers			
3. First Aid policy and procedures and accident recording & reporting			
4. Lockdown procedures			
5. Pupil allergy /Medical condition information			
6. Signing in procedure, security/visitors, codes, fobs etc			
7. Procedure for attendance & absences			
8. Promoting positive behaviour, rewards & sanction policy -Behaviour Policy (Read and discussed)			
9. Whole school reward system (class dojo,team points, attendance).			
10. English – discuss planning, assessment, reading routines etc. with co-ordinator/mentor			
11. Maths- to discuss planning etc. with co-ordinator/mentor			
12. SEN- discuss with supervisor/ mentor procedures			
13. Computing- discuss with co-ordinator/mentor			
14. Assessment and marking procedures and recording formats			
15. Science, History, Geography, P.E, Art, Islamic Studies, Citizenship, Arabic - to discuss planning, resources etc.co coordinator/mentor			
16. Class Overviews, specification file, other key planning documents			
17. Student related- forms, records checklists etc			
18. Areas of responsibility other than teaching (Parents Day, pupil reports).			
19. Disciplinary/ grievance			
20. Staff Meetings			
21. Performance review & Appraisal Process/Supervision			

22. Job description and contract		
23. Who the role is responsible to		
24. People who will assist individual in key areas		
After 6 weeks a meeting with the Head teacher/ supervisor to discuss progress, concerns, training needs etc.		
Induction completed (date)		
Signed (staff member)		
Signed (supervisor/headteacher)		

Appendix 6a Induction – New Teaching Staff
Appendix 6b – Volunteers/Apprentices/Trainees

INDUCTION TIMETABLE FOR VOLUNTEERS/APPRENTICES OR TRAINEES			
NAME:	JOB TITLE:	DATE ACHIEVED	SIGNED
Before employment commences			
1. A tour around the school – to look at classes, office, staffroom, reception, resources etc			
2. Pre-employment checks completed including DBS			
3. ID badge allocated			
4. Signing in procedure, security/visitors, codes etc			
5. Procedure for attendance & absences			
6. Confidentiality Policy			
7. Equal Opportunities Policy			
8. Promoting Positive Behaviour, Rewards & Sanctions Policy (Behaviour)			
9. Anti-Bullying policy			
10. Safeguarding policy and procedures			
11. Safeguarding children and young people safe working practice agreement			
12. Staff code of conduct			
13. Staff privacy notice			
14. Health and safety procedures			
15.Online safety/AUP form			
16. Medical/accident procedures			
17. Complaints procedure			
18. Who the role is responsible to			
19. People who will assist individual in key areas			
20. Performance review			
After 4 weeks a meeting with the Head teacher/ supervisor to discuss progress, concerns, training needs etc.			
Induction completed (date)			
Signed (staff member)			
Signed (supervisor/head teacher)			

Appendix 7 Child Exploitation Partnership Assessment and Decision Making Tool

What is this tool? - The tool is to help you assess whether a child may be at risk of sexual or criminal exploitation (CSE/CCE)

Who should you use this tool with? - The tool can be used by any professional working with a child up to their 18th birthday

When to use the tool - This tool is to help you make an initial assessment relating to a child's vulnerability to, and/or risk of exploitation, and what actions are required; it is not intended to be a referral form. When you have completed the tool, please refer to the section **'What Next'** to inform a conversation with your manager/safeguarding lead regarding how to proceed. If on completion you contact the Children's Social Care (CSC) Duty and Advice Team, an electronic copy of the completed tool will be required to inform discussion

Using the tool - In order to identify children at risk of, vulnerable to, or experiencing sexual and/or criminal exploitation, please consider **all** of the risk and vulnerability indicators and indicate your level of concern as **No, Low, Medium or High**. The table of indicators below is only a guide to inform your assessment it is not exhaustive, and you may have other concerns; please highlight these in the other information box. Additionally, the factors against each indictor are also not exhaustive and are simply prompts for consideration. Highlighting one high risk concern, or several low, may indicate a serious risk of harm/child exploitation, alternatively this might be an indication of other concerns which require addressing

You should be aware that:

- Where there are concerns which relate to sexual exploitation and the **child is aged under 13**, a child contact must be made with the Children's Social Care Duty and Advice team
- Where there are concerns of criminal or sexual exploitation and the child has **send** a child contact must be made with the Children's Social Care Duty and Advice team
- It is important that you provide narrative at the end of the table to support and evidence your concerns
- It is important that you provide information relating to others who may pose a risk of harm to the child/young person
- When completing this tool it is essential to highlight if concerns raised and/or the information provided are **current or historic**. If either are historic but relevant, it is necessary to reference how they relate to the current assessment of risk and vulnerability
- When completing the tool, it is crucial that the child or young person's use of **social media** is considered throughout

Child, Parent and Professional Details

Child's Name			**DOB**		**Age**	
Address			**Contact Number**		**Gender**	
Postcode			**Religion**		**Ethnicity**	
Child participated in the assessment	**Yes**		**Comments**			
	No					

Name of Primary Carer			**Contact Number**	
Address and postcode (If different from the child's)			**Relationship To Child**	
Carer contributed to the assessment	**Yes**		**Comments**	
	No			

Person Completing The Assessment			**Agency/Team**	
Contact Details			**Signed**	
Consent to share with CSC provided (where applicable)	**Yes**			
	No		**Comments**	

Assessment of Risk and Vulnerability

1) Friends and Family				2) Accommodation			
❖ Reduced contact with family /friends which is of concern ❖ New friends who are not known to parents/carers ❖ Unexplained change in attitude from the child ❖ Relationship (s) breakdown ❖ Suspected abuse in family (emotional, neglect, physical or sexual) ❖ A lack of warmth/understanding/attachment and/or trust from parent/carer ❖ Carers do not implement age appropriate boundaries (including use around social media) ❖ Failure to report missing episodes ❖ Abusive/bullying friendships ❖ Friends/family are involved in gang activity/known to the criminal justice system/Neighbourhood Police/ASB teams				❖ Child or young person and or their family reside in unsuitable/unstable/temporary/overcrowded accommodation ❖ Concerns about location (neighbourhood, ASB, gang activity) ❖ Concerns about isolation/safety ❖ Is unhappy with accommodation (although it meet physical need) ❖ Often stays elsewhere ❖ Is homeless and or sofa surfing ❖ Resides independently in unsupported accommodation ❖ Accommodation is being accessed/used by adults/peers of concern or who pose a risk to the young			
No	**Low**	**Medium**	**High**	**No**	**Low**	**Medium**	**High**

3) Education, Training, Employment (ETE)				4) Emotional Wellbeing			
❖ Is not engaged in ETE, and/or is not motivated to be ❖ Excluded and/or does not have an education offer ❖ Whereabouts often unknown ❖ Frequently late/leaves early/leaves site, incidents of absence without permission ❖ Change in attitude to learning/employment ❖ Regular breakdown of school/training placements due to perceived behavioural issues ❖ Increasingly disruptive, hostile or physically aggressive ❖ Friendships/peer groups either within or outside the ETE setting are with others at risk of criminal and/or sexual exploitation ❖ Is socially isolated in the ETE setting, and /or experiences bullying, abuse/violence/harassment				❖ Fatigue ❖ Poor self-image ❖ Low mood ❖ Self-harm - Cutting ❖ Overdosing ❖ Eating disorder ❖ Suicide attempts ❖ Concerning perceived 'risk taking' (substance misuse, sexual risking taking, offending) ❖ Low self-esteem/self-confidence ❖ Bullying/threatening behaviour ❖ Aggression/violent outbursts ❖ Concerning substance misuse ❖ Expressions around invincibility or not caring about what happens to them ❖ Fear and scare of reprisal or violence from young people or adults			
No	**Low**	**Medium**	**High**	**No**	**Low**	**Medium**	**High**

5) Experience of Abuse and Violence				6) Missing From Home or Care			
❖ Known (previous or current) violence and/or abuse from within the family, and/or from peers, associates, intimate partners ❖ Physical injuries ❖ Disclosure/evidence of physical/sexual assault ❖ Evidence of coercion/control ❖ Living in a gang associated neighbourhood ❖ Use of sexualised language and/or violence ❖ Risk taking behaviours (sexual and /or offending) ❖ Low self-esteem/self-confidence/self-harm ❖ Bullying/threatening behaviour, aggression, violent outbursts ❖ Limited or no recognition of abusive/exploitative behaviour or understanding of abusive/exploitative behaviour but unable to apply this to their own situation				❖Stays out late or overnight without permission/explanation ❖ Whereabouts unknown and child/young person secretive about where and who they spend time with ❖ Repeated episodes of running away/going missing/away from home/accommodation (Including short periods) ❖ Reported missing with other children/young people assessed to be at risk from criminal/sexual exploitation ❖ Known to spend time when away/missing with peers/adults assessed to be of concern ❖ Returns looking well cared for/not hungry/with new belongings ❖ Found/known to have been outside of their local of area and/or in locations of concern ❖ No known means self-support/travel whilst missing/away ❖ When missing/found, known to be with others involved with group/gang activity/offending behaviour/at risk of exploitation			
No	**Low**	**Medium**	**High**	**No**	**Low**	**Medium**	**High**

7) Associations and Locations				8) Substance Misuse			
❖ Extensive use of phone/secret use/calls and contact with unknown others ❖ Has use of more than one mobile phone ❖ Spends time at addresses and places not know to parent/carer ❖Goes or is taken to places they or their family have no connections with ❖ Evidence of associations/relationships with others believed/known to be involved in sexual grooming/exploitation ❖ Friendships/associations with others at risk of criminal or sexual exploitation ❖ Gang association through relatives/peers/neighbourhood/intimate relationships ❖ Information suggests that they are at risk of/involved in County Lines (grooming/exploitation, drug dealing, moving money/goods and/or organised crime) ❖ Use of social media/mobile phone to share sexualised images ❖ Has arranged to meet up with unknown others via social media contact ❖ Use of social media/mobile phones for sharing gang related material/activities				❖ Evidence of regular/heavy or dependant substance (including alcohol) use ❖ Professional/parent/carer concern relating to use ❖ Concern regarding how substance misuse is being accessed/funded/supplied ❖ Is believed to owe money be in debited to others related to substance misuse ❖ Has previously been cautioned/arrested/charged for, possession of drugs, dealing drugs			
No	**Low**	**Medium**	**High**	**No**	**Low**	**Medium**	**High**

9) Coercion and Control	10) Rewards
❖ Limited/reduced/no significant contact with family/friends, significant adults and/or services ❖ Appears to be 'controlled'/negatively influenced by others ❖ Concerns about significant relationships and domestic abuse/violence/control ❖ Is known to be associating with adults and/or peers of concern and does want to alter this ❖ Abduction/forced imprisonment ❖ Gang association/involvement ❖ Sharing of intimate pictures/information online when asked to by an adult/peer/unknown person ❖ Secrecy regarding relationships ❖ Presents as being scared/controlled ❖ Picked up/dropped off from appointments by person's unknown ❖ Phone calls they have to respond to and/or leads to them be 'needing' to be elsewhere ❖ Professional concern relating to Modern day slavery/child trafficking	❖ Concern about unaccounted for monies and/or goods, (new clothes, jewellery mobile phone, mobile phone top –ups etc) ❖ Concern regarding the funding of misuse of drugs/alcohol/use of tobacco, cigarettes, entry into clubs, trips away from home, through unknown sources ❖ Has use of more than one mobile phone ❖ Secrecy about ability to 'get around'/'be places' without known mode of transport /funds ❖ Concerns about how the child/young person funds other items (fast food, taxi fares, etc.)
No **Low** **Medium** **High**	**No** **Low** **Medium** **High**

11) Sexual Relationships	12) Risk to Others
❖ Young person is sexually active but not practising safe sex/is not accessing/willing to access, sexual health services ❖ Disclosure from young person regarding feeling pressured to have sex or to perform sexual acts in 'exchange' for status/protection, possessions, substances or affection ❖ Evidence of having (previously or currently) a sexually transmitted disease ❖ Concerns about untreated STi's ❖ Miscarriage(s)/termination(s)/Pregnancy ❖ Physical symptoms suggestive of sexual assault ❖ Is in a sexual relationship with an adult/or there is a wide age gap ❖ Is under 13 and sexually active ❖ Concerns about ability to understand due to intoxication/substance misuse	❖ Displays violence/bullying and threatening behaviour and/or angry outbursts ❖ Encourages or coerces others to engage in 'risky' activities and/or situations ❖ Introduces others to 'risky' people/places, via friendships, associations, venues ❖ Bullying ❖ Sexualised bullying, including via the internet/social media sites ❖ Offending behaviour ❖ Gang association through relatives, peers or intimate relationships ❖ Has been cautioned/arrested/charged for weapon offence(s)/gang activity/related violence ❖ Sells/distributes/shares drugs ❖ Displays harmful sexual behaviours
No **Low** **Medium** **High**	**No** **Low** **Medium** **High**

13) Engagement with Services				14) Wider Child and Family Factors			
❖ Reduced level of engagement or no meaningful engagement ❖ Secretive about friendships/associations/behaviours ❖ Sporadic contact, and/or missed appointments with limited explanation ❖ Professional concern re ability to engage with child/young person ❖ Often otherwise distracted when attends/engages ❖ Presents as nervous and/or keen to be elsewhere				**Family Factors** – ❖ Known abuse/neglect in the family. ❖ Parental/family substance misuse ❖ Parental mental health ❖ Partner domestic abuse violence/coercion and control ❖ Child to parent abuse ❖ Adult sex work ❖ Deprivation ❖Social isolation ❖ Parental experiences of exploitation **Child Factors** – ❖Learning disabilities/difficulties, (including not diagnosed) ❖ Financially unsupported ❖ Unaccompanied migrant/refugee/asylum seeker ❖ Recent bereavement or loss ❖ Unsure about sexual orientation or unable to disclose sexual orientation ❖ Young carer ❖ Unmet need (social, emotional, physical)			
No	**Low**	**Medium**	**High**	**No**	**Low**	**Medium**	**High**

Identified Protective Factors
Other Relevant Information (such as places and people of concern)

Views of the child or young person	
Views of parent /carer	

Overall level of assessed Risk and Vulnerability **(Please provide details of relevant information to support your indicated levels of concern)**

No	Low	Medium	High
Whilst there may be concerns for the welfare of the child which may require service provision, there are no current concerns relating to exploitation	The information and assessment raises some concerns relating to the child's risk and vulnerability, but there are positive protective factors in the child/young person's life	Overall the information and assessment indicates that the child is vulnerable to/at risk from exploitation. However there are no immediate or urgent safeguarding concerns	The overall assessment indicates that the child is highly vulnerable to, at risk from exploitation or that they are currently experiencing exploitation. (They may not recognise this)

Additional Information

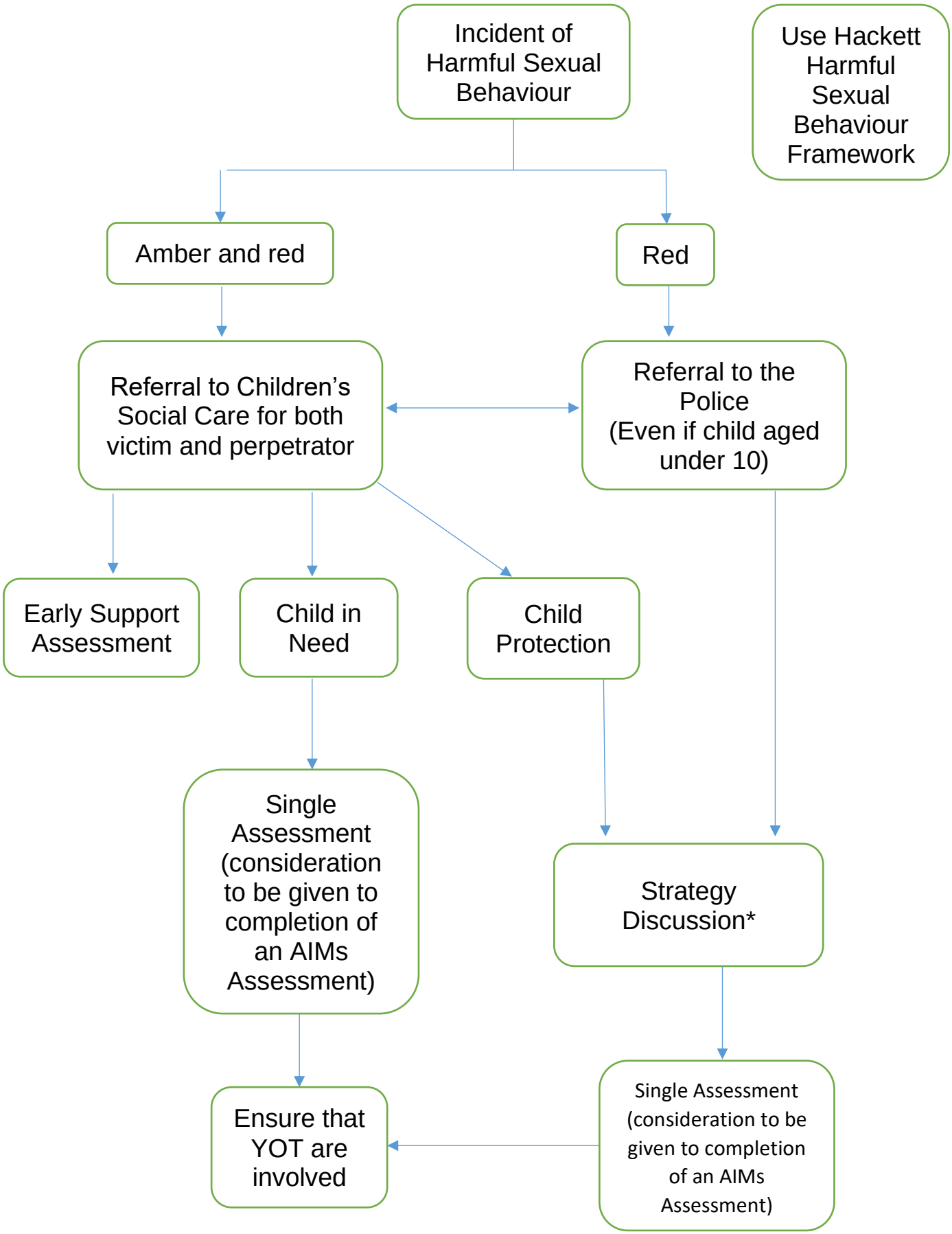
What Next

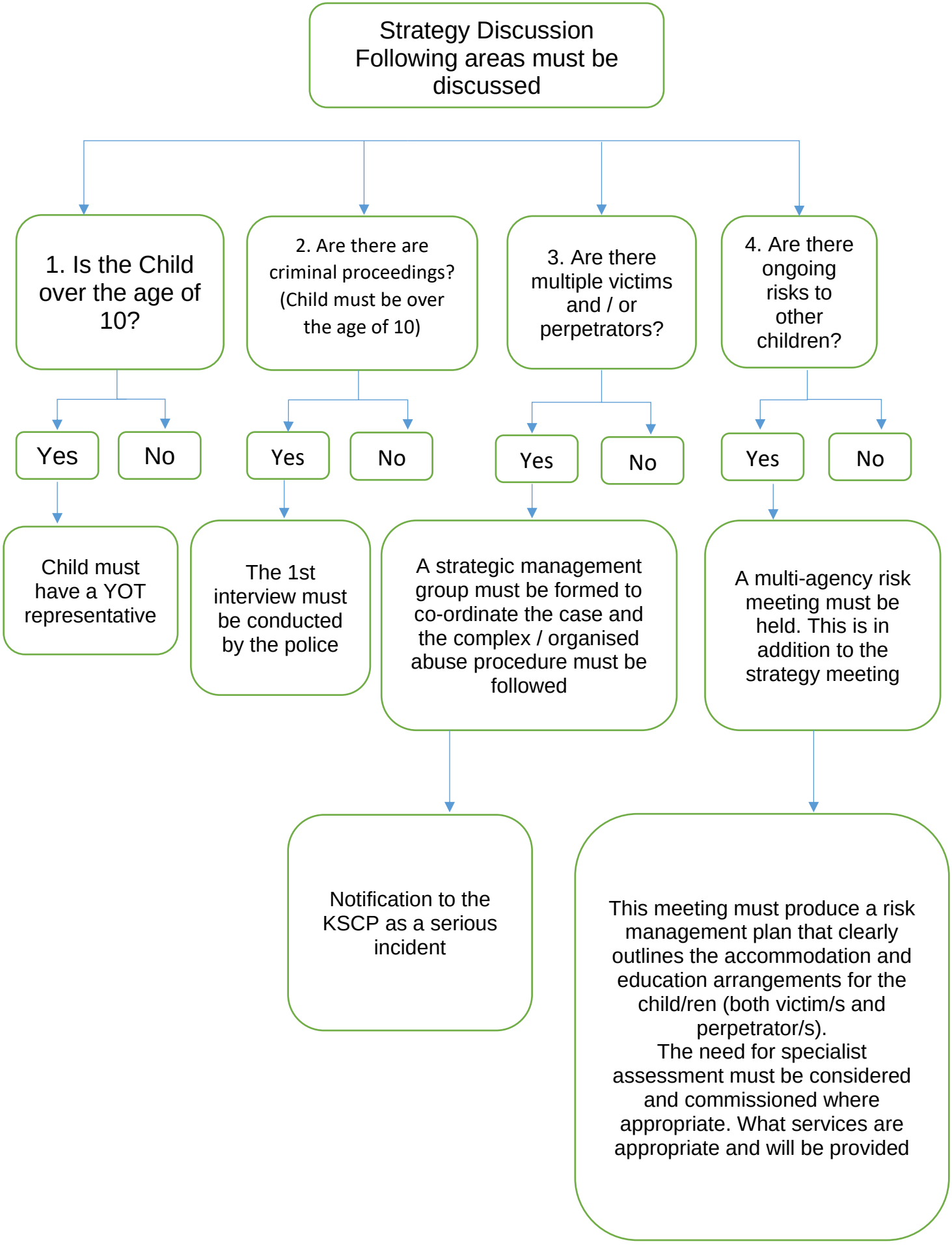
- Where the assessed level of risk and vulnerability is **Medium or high,** contact Children's Services Duty & Advice team to discuss and agree next steps

- Keep a copy of this tool in your agency records and use it to inform any identified vulnerability, risk or need, and for planning intervention/support the child and their family may require
- Where the overall assessed level of concern is **Low** and the child does not have an allocated social worker, review your assessment on a regular basis, (at a minimum on a quarterly basis) and if there is an increased level of concern, complete a new tool. Where this leads to an overall assessment of **Medium or High**; contact Children's Social Care Duty and Advice Team to discuss your increased concern
- Where the child/young person already has an allocated social worker, you must contact them to share this tool
- If sharing a completed tool with Children's Social Care, an electronic version of this tool will be required

Appendix 8

KSCP Harmful Sexual Behaviour Response Checklist




Strategy Discussion Following areas must be discussed
1. Is the Child over the age of 10?
2. Are there are criminal proceedings? (Child must be over the age of 10)
3. Are there multiple victims and / or perpetrators?
4. Are there ongoing risks to other children?
Yes
No
Yes
No
Yes
No
Yes
No
Child must have a YOT representative
The 1st interview must be conducted by the police
A strategic management group must be formed to co-ordinate the case and the complex / organised abuse procedure must be followed
A multi-agency risk meeting must be held. This is in addition to the strategy meeting
Notification to the KSCP as a serious incident
This meeting must produce a risk management plan that clearly outlines the accommodation and education arrangements for the child/ren (both victim/s and perpetrator/s).
The need for specialist assessment must be considered and commissioned where appropriate. What services are appropriate and will be provided

Assessment Guidance

- Need for separate social workers for victim and perpetrator, even if in the same household

All Assessments should include:

- Details of the incident/s (including impact on victim/s, context of abusive behaviours, age of victim/s, nature of relationship between the children / young people involved
- Child and young person's development, family and social circumstances
- Whether the "perpetrator" child / young person acknowledges the alleged behaviour
- Whether there are grounds to suspect that the "perpetrator" child / young person has been abused or there are adults involved in the development of the harmful sexual behaviour
- Details of previous incident/s
- Assessment of child's need and the need for any specialist assessments (including capacity / learning disability)
- Safety of other young people including a Risk management plan for school and one for home
- Accommodation and Education arrangements
- What services need to be provided

A continuum of children and young people's sexual behaviours (Hackett 2010)

