BAYTUL ILM
SECONDARY SCHOOL

Child Protection and Safeguarding Policy

2023 – 2024

HEAD TEACHER: Muhammad Miah

CHAIR OF GOVERNORS: M A Salam

REVIEWED: September 2023

NEXT REVIEW DATE: September 2024

Baytul Ilm Secondary School - Child Protection Policy

Roles and responsibilities	Designated person	Contact Details
Proprietor	Muhammad A W Miah	E: Contact@baytulilm.org.uk
Head Teacher & Designated Safeguarding Lead	Muhammad Miah	Tel: 01908 804163 E: headteacher@baytulilm.org.uk
Deputy Safeguarding Leads	M Aminur Rahman	Tel: 01908 804163 E: arahman@baytulilm.org.uk
CSE Lead	Muhammad Miah	Tel: 01908 804163 E: headteacher@baytulilm.org.uk
Prevent Lead	Muhammad Miah	
Operation Encompass Key Adult	Muhammad Miah	Tel: 01908 804163 E: headteacher@baytulilm.org.uk
Designated Teacher for Looked After and Previously Looked After Children	Muhammad Miah	Tel: 01908 804163 E: headteacher@baytulilm.org.uk
E-Safety Lead	Muhammad Miah	Tel: 01908 804163 E: headteacher@baytulilm.org.uk
Mental Health First Aider	M Enayeth Rahman	Tel: 01908 804163 E: erahman@baytulilm.org.uk
Inclusion Manager & SEN Lead	Muhammad Miah	Tel: 01908 804163 E: headteacher@baytulilm.org.uk
Chair of Governors	M Abdus Salam	Telephone: 01908 804163 Email: Governor@baytulilm.org.uk
Safeguarding Governor	M Abdus Salam	Telephone: 01908 804163 Email: Governor@baytulilm.org.uk
Governor responsible for Safer Recruitment	M Abdus Salam	Telephone: 01908 804163 Email: Governor@baytulilm.org.uk
This school is an Independent School	**Local Authority**	Milton Keynes Unitary Authority
Safeguarding Recording System	Paper based system – securely locked away and available to DSL	Child Protection files are retained until the child DOB + 25 years. A copy of the file is handed over to the next school/college when a child leaves the school.
Address	12a Clarke Road Milton Keynes MK1 1LG	Tel: 01908 804163

All staff, volunteers, contractors, and governors are required to report through concerns to the Designated Safeguarding Lead.
In consultation with the DSL, a decision will be made on whether a referral needs to be made. A referral can be for child protection or a request for help and support.
Multi-Agency Safeguarding Hub (MASH)
Tel: 01908 253169 or 01908 253170 9am-5pm Mon-Thurs and 9am-4.30pm on Fri or
Emergency Social Work Team 01908 265545 out of office hours email: children@milton-keynes.gov.uk
The referral form (MARF) can be found here
https://www.milton-keynes.gov.uk/forms/showForm.asp?nc=B4OD&fm_fid=914

Key Contacts	
Multi-Agency Safeguarding Hub (MASH):	Any concern involving a child must involve contacting the MASH team T: 01908 253169 or 253170 during office hours
Emergency Social Work Team	T: 01908 265545 out of office hours E: children@milton-keynes.gov.uk
Local Area Designated Officer (LADO) Jo Clifford Sarah Capel Jones	Any safeguarding Allegation against a member of staff T: 01908 254307 E: lado@Milton-keynes.gov.uk The role of the LADO (Local Authority Designated Officer) - Milton Keynes Council (milton-keynes.gov.uk)
Prevent (Advice/Referral) Area: Milton Keynes	ACT Early | Prevent radicalisation First Contact: MASH team T: Anti-Terrorist Hotline**:** 0800 789 321 Complete form and send to email address below https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.mktogether.co.uk%2Fwp-content%2Fuploads%2F2021%2F05%2FPrevent-National-Referral-Form-V3-TVP.docx&wdOrigin=BROWSELINK E:PreventReferrals@thamesvalley.pnn.police.uk
UAVA – United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) MKAct – Domestic abuse service provider in MK	T: 0808 80 200 28 E: info@uava.org.uk MK-ACT (mkact.com) Helpline: 0344 375 4307
Forced Marriage Unit	T: 020 7008 0151 E: fmu@fco.gov.uk
Female Genital Mutilation Helpline	T: 0800 028 3550 E: fgmhelp@nspcc.org
NSPCC Whistleblowing Advice Line	0800 028 0285 help@nspcc.org.uk

1. Introduction

Baytul Ilm Secondary School is the first Islamic School in Milton Keynes catering for boys. Baytul Ilm Secondary School is a 100-place new secondary school, which currently can take children up to the age of 16 years. Currently the school is taking years 7 to 10 and will build up to a full cohort over the next 2 years.
We have an ethos at Baytul Ilm Secondary School, in which children and adults can feel safe, are valued, respected, and listened to. We will never lose sight of the needs of individual children and the duty to take action to safeguard them.

Our trained staff are ideally placed to look out for early signs of abuse and identify when a student may be in need of early help assessment services, due to the regular contact we have with students and their parents. We recognise that we are individually and collectively responsible for making sure that any concerns are always acted on.

We have a culture of safeguarding, which puts the child at the centre of everything we do, adapting and developing robust protocols to support all children within our care. This starts with our safer recruitment policy and employing the right people, through to having a clear and concise child protection policy, a training programme for staff that ensures that all staff and volunteers understand safeguarding and know how to pick up on any concerns, including being vigilant for low level concerns, about children or adults working with children, to a culture of ongoing vigilance where we hold everyone to account for safeguarding children in our care. We recognise that children need to feel safe to achieve academically and as a school we nurture children physically, emotionally, and morally to support children who grow up to be strong, resilient, and valued members of the community.

Baytul Ilm Secondary School sets principles around safeguarding which all staff are required to adhere to. We recognise that Baytul Ilm Secondary School must have robust procedures that make sure that all staff and volunteers know what actions to take and when. These procedures are based on the needs of the children attending, the safeguarding arrangements within the school, local issues, or issues that Baytul Ilm Secondary School have dealt with previously.
Baytul Ilm Secondary School is an independent school located in Milton Keynes and catering for boys where parents want their children to achieve a balance between their religious identities and academic success.

2. Scope

This policy applies to all staff, governors, volunteers, and contractors working in or on behalf of a Baytul Ilm Secondary School. We will make the policy available on our website and have paper copies available at reception.
It includes any breakfast clubs, out of school provision and activity clubs.
We have clear roles and responsibilities for Governors, DSL, Staff, volunteers, and contractors which are detailed in Appendix 2.

3. Background

Safeguarding is defined as protecting children from maltreatment, preventing the impairment of children's mental health 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.

We use a contextual safeguarding approach, which means we consider not just the child at home with their family but acknowledge that their friendships, peer groups, other activities such as activity clubs, sports activities and faith-based activities and neighbourhood all have an impact on the child's safety.

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 f 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.

3.1 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

3.2 Emotional Abuse

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

3.3 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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.

- **National Crime Agency's CEOP Safety Centre:** The CEOP Safety Centre aims to keep children and young people safe from online sexual abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors.

3.4 Neglect

Neglect involves 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
There are also several specific safeguarding issues that are detailed in appendix 3 and 4.

3.5 Child Protection

There are three main elements to this Child Protection Policy:

- prevention – a commitment to early help assessment and identification of unmet needs and vulnerabilities and partnerships with agencies to promote the welfare of student and keep children safe.
- protection - all staff and volunteers are trained to recognise and respond to abuse and neglect and are expected to be vigilant and act quickly when they suspect a child is suffering or is likely to suffer harm (in line with the Local Safeguarding Children Partnership Board procedures).
- support – recognition of the sensitivity and complex nature of safeguarding and child protection, ensuring that student, staff, and families are supported appropriately.

3.6 Supporting Young People to Keep Safe

The school recognises that high self-esteem, confidence, supportive friends, and clear lines of communication helps students to feel safe and achieve.

We acknowledge that it is not just children who are at risk but that that all children may be vulnerable at times and that they all have the right to feel safe in school.

To equip them to feel safe the school will:

- establish and maintain a culture where student feel secure and are encouraged to talk and are listened to.
- ensure that student can identify adults in school and outside of school who they can approach if they are worried or are in difficulty.
- ensure student are aware of the Child Protection Policy and who the Designated Safeguarding Lead(s) are.
- develop a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental, and physical development of young people.
- provide activities and opportunities for PSHE/Citizenship/RSE which equip student with the skills they need to stay safe from abuse (including recognising and managing risk, resisting pressures, healthy relationships)
- embed opportunities for children and young people to learn right from wrong, mix and share with children and value others' views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.
- promote community cohesion through partnership work and community service activities.
- ensure it has appropriate filtering and monitoring system in place on school devices and school networks and will regularly review their effectiveness.
- develop and deliver a curriculum to safeguard children online, including information on the ways in which social media is used to radicalise young people.
- embed the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs in the school curriculum and all activities in and out of school.
- ensure that, wherever possible, every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- make arrangements for consulting with and listening to student through the Student Council, displays and suggestion boxes to ensure children and young people have safe spaces to discuss sensitive topics.

Some children may need a social worker due to safeguarding or welfare needs. This can lead them to becoming more vulnerable or educationally disadvantaged. There is a requirement in KCSIE2023 for the DSL to be informed when a child has a social worker or family support worker so that conversations can take place looking at the needs of that individual child. DSLs know their children well and are an important part of the decision-making process due to the information they hold.

When receiving information from the Local Authority that a child has a social worker, our DSL will use this information so that decisions can be made in the best interest of a child's safety and welfare, as routine. Our DSL, where appropriate, will share information accordingly with relevant partner agencies, and staff to safeguard and promote the physical and mental health wellbeing of any child.

4. Aims and purpose

Child Protection is about identifying and acting on behalf of children who may be at significant risk of harm. Safeguarding is everything we do to prevent harm and covers all our policies, procedures, and risk assessments.
We safeguarded all our children and have trained all our staff to identify those who may be at risk of significant harm. We have a duty of care to children and will refer to the Multi Agency Safeguarding Hub (MASH) if a child is at risk of significant harm. Concerns will be discussed with parents unless this would put the child at additional risk.

All staff are clear about what to do if they suspect a child or young person may be experiencing, or be at risk of, harm and know how to flag this with the Designated Safeguarding Lead and deputies, or in their absence how to report this through to the MASH.

All staff are aware of the contextual safeguarding approach, which looks holistically on the influences and places that may impact on children. Staff are encouraged to consider the child at school, their home life, their friendship groups, the activities they may attend and the impact of their neighborhood. We identify that harm may come from any of these arenas, and that they also may create protective factors which support keeping a child safe.

All staff receive safeguarding and child protection updates. Updates may be provided in formal training sessions but can also be via other methods where deemed suitable, for example via email, staff newsletters or staff meetings as required, but will be at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff should be conscious that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they themselves may not recognise their experiences as harmful. Children can feel embarrassed, humiliated, or are being threatened which could be a blocker to them reporting their experiences. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. Staff should not be deterred from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. Staff should determine how best to build trusted relationships with children and young people which further facilitates communication.

If a child or other person is at immediate risk of harm, the first response should always be to call the police on 999.

The purpose of this policy is:
• To provide governors, staff and volunteers with the overarching legal framework and principles that guide our approach to safeguarding
• To outline the statutory responsibilities and the mechanisms for monitoring compliance in our school.

In line with legislation and guidance, we will ensure that arrangements are in place to safeguard and promote the welfare of children by:

- Ensuring a safe environment, where children feel secure and are encouraged to talk and are listened to
- Providing children and carers with opportunities to discuss issues and report problems affecting their safety and welfare.
- Equipping staff to identify the signs of Physical, Emotional, Neglect and Sexual Abuse
- Identifying children who are particularly vulnerable
- Supporting children to recognise risks of both face to face and online and alert a safe adult.
- Ensure all staff understand their responsibilities in identifying and reporting any form of abuse and/or neglect.
- Ensuring safe recruitment practices and safe working practices are in place and followed. (See Safer Recruitment Policy)
- Ensuring procedures for recognition and referral where there are welfare or child protection concerns
- Promoting partnership working with parents and other professionals
- Making sure we listen to children's wishes whilst ensuring we always act in the best interests of the child.
- Keeping secure & robust records to enable patterns of concern to be identified.
- Identifying children and families where early help assessment support may be of benefit and discussing this with parent/carers.

All Staff are fully briefed & trained to be alert to the potential need for early help assessment for children who are more vulnerable (This is not an exhaustive list).
For example:

1. Children with a disability and/or specific additional needs.
2. Children with special educational needs.
3. Children who are acting as a young carer.
4. Children who are Looked After or Previously Looked After.
5. Children who are showing signs of engaging in anti-social or criminal behaviour.
6. Children who may be living in poverty or are homeless
7. Children whose family circumstances present challenges, such as substance abuse, domestic violence, adult mental health or learning disabilities.
8. Children who are showing early signs of abuse and/or neglect.
9. Children who may be vulnerable to specific issues such as Female Genital Mutilation, Radicalisation, Child Sexual Exploitation, County Lines and Child on Child Abuse. (See training log for details on staff training)

There are several specific issues which are described in the appendices attached including: -

- Child on Child Abuse
- Sexual Violence & Harassment
- Contextual Safeguarding
- Child Criminal Exploitation
- County Lines
- Covid 19

MK Together have also identified several priorities for safeguarding in Milton Keynes. Baytul Ilm Secondary School ensures that all staff are aware of these priorities and how to support children and parents around these issues.
The priorities for 2023 to 2024 are

- Mental Health
- Domestic Abuse
- Child Poverty
- Violent Crime
- Hate Crime

5. Reporting a Concern

Baytul Ilm Secondary School have trained all staff to identify any, including low level concerns and record them as soon as possible. The school have paper records and all staff are trained to record all safeguarding concerns as soon as possible. Staff are also required to alert the DSL, to ensure that all concerns are picked up quickly.

All Staff are trained to identify low level concerns as well as significant concerns, they know that the majority of referrals are a number of low-level concerns that on their own are insignificant, but when looked at together create a significant concern. For example, a child not having lunch, not having clean clothes on a one-off occasion, if a child talks about an argument at home, child is really tired and did not sleep well. None of these are sufficient for a referral in its own right, but it is important that these are recorded and reported to the DSL, as they may be part of a wider picture.
Staff are aware that all concerns should be recorded as part of that bigger picture. The DSL regularly checks on the records to pick up any patterns of behaviour or link concerns together.
Staff are clear that all concerns must be reported to the DSL and recorded on the reporting forms. All staff are reminded about key safeguarding information on a regular basis.
The voice of the child is always listened to, all staff are trained to listen to what the child is saying through body language as well as verbally.
All referrals to MASH should come through the DSL, unless there are exceptional circumstances such as no DSL being available, if it involves the DSL or their children, if the DSL disagrees with a referral being made or if the child is at immediate risk.
Staff know they have the authority to report to the MASH team or police independently in these cases. Staff know how and when to make a referral through the MASH team.
See Appendix 1

In the event of a child at risk of significant harm, the DSL will make a referral or consult Children's Services regarding concerns about that child.

Multi-Agency Safeguarding Hub (MASH):
Tel: 01908 253169/253170 during office hours or
Emergency Social Work Team 01908 265545 out of office hours
email: children@milton-keynes.gov.uk

6. Record Keeping and Data Protection

Any concern, discussions and decision made and the reason for those decisions is recorded on children's child protection files, as soon as possible after any disclosure.

Child protection records are 'protected' and are accessible only by nominated individuals (DSL). Any written records are stored in a locked fireproof cabinet. Child protection records are not kept with a child's academic record. All staff can contribute to these records.

If a student who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file within 5 days. The DSL / DDSL must ensure they obtain a confirmation from the receiving school.

If a student is admitted to Baytul Ilm Secondary School having previously attended another school, a written request will be sent by the Headteacher to ask if there are any Safeguarding records that need to be forwarded. The school is required to transfer these within 5 days.
In the event of their being a child protection file, the DSL will talk with the receiving or former school to ensure that the DSL is aware of any relevant details. This will enable child protection protocols to be put in place immediately rather than be delayed.

The school must hold more than one emergency contact number for each student (in addition to parents' details). Even if there is no one in this country an overseas number can be given, to ensure that in the event of anything happening to parents there is a contact number for a family member/friend)

7. Confidentiality

Staff are told the rules around confidentiality as part of the induction process. All staff are expected to understand the confidential nature of any child protection information and that this is shared on a need-to-know basis, it is not the topic of conversation in the staff room. See Confidentiality policy for further information.
All staff are expected to:

- ensure that information they receive about student is treated in a discreet and confidential manner.
- seek advice from a senior member of staff if they are in any doubt about sharing information they hold, or which has been requested of them.
- be cautious about passing information to others about a student.

8. Allegations Against Staff

Baytul Ilm Secondary School have policies in place to protect children, however there are occasions where a member of staff, volunteer or Supply Teacher behaves in a way where further investigation is required.
There are two streams of safeguarding allegations identified.

Stream 1 – This is where the allegation meets the harm criteria for a referral to the Local Area Designated Officer (LADO).
Stream 2 – These Low-level concerns do not meet the threshold for referral to the LADO and may involve a member of staff behaving in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; It does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

In the event of either stream, staff should initially contact the Headteacher, who will identify if it is stream 1 or 2, if the headteacher is in any doubt, they will contact the LADO for further advice and guidance.
Stream 1 – All allegations will be reported to the Headteacher who will contact the LADO within 24 hours. If it is about the Headteacher, they will notify the Chair of Governors who will report through to the LADO, or they will go directly to the LADO. The LADO will look at the allegation and decide whether an internal or external investigation is required.
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8.1 Stream 1 allegations are when a member of staff, volunteer, contractor, or supply teacher has: -

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

8.2 Stream 2 allegations – Any Low- level concerns or allegations which do not meet the harm threshold. The Headteacher will keep a record of these and will talk to both the person raising the concern, witnesses, and the person who the concern has been raised about, they may seek advice from the LADO but will address the concerns internally. In the event of a more serious allegation being made this information will be passed onto the LADO for consideration.

The LADO will offer advice and guidance, this may lead to an external investigation. They may authorise an internal investigation which will be reported back to the LADO.
All referrals made will need to have a completed LADO referral form.
The LADO may suggest additional training or revisiting a policy to strengthen it. An allegation may also lead to a criminal investigation or a strategy meeting.
Consideration will also be given to any children who may be at risk and a referral through to the MASH team may be made if required,
All allegations are fully documented and recorded according to Data Protection requirements
Allegations that are substantiated or unsubstantiated will be kept securely until retirement age or plus 10 years (whichever is later) False and malicious allegations will be removed from personnel files and destroyed securely.

The Headteacher will also notify Ofsted and the Teachers Regulation Agency (TRA) if the allegation meets the criteria, the LADO will advise on this.
A referral to DBS may also be required.
Baytul Ilm Secondary School is guided by local procedures for managing allegations against staff, supply teachers, carers and volunteers, which are set out in MK Together Board procedures - Chapter 2.6: https://mkscb.procedures.org.uk/pkyxst/multi-agency-safeguarding-hub-mash/allegations-against-staff-carers-volunteers

For allegations about people who work with children:
Local Area Designated Office (LADO) – Jo Clifford or Sarah Capel Jones
Tel: 01908 254307
email: LADO@milton-keynes.gov.uk

9. Support for staff

At Baytul Ilm Secondary School, our staff are a key factor in keeping children safe. They do this by being fully part of the safeguarding culture within school. To support children effectively, we ensure that all staff feel fully supported. We offer an open-door policy and staff are confident that they can ask for help and support. We provide this internally through the DSL and safeguarding team. Staff may discuss any issues that arise or seek guidance and support.
In addition, staff may access independent support through the Education Support Partnership. The Education Support Partnership are a UK charity dedicated to improving the wellbeing and mental health of education staff in schools, colleges, and universities. The support is available to anyone who works in education about all kinds of issues including:

- Feeling overwhelmed, stressed, or anxious
- Personal issues
- Financial information
- Issues of work-life balance

Helpline: 08000 562 561 Text Helpline: 07909 341229

Useful Numbers
NSPCC Helpline: 0808 800 5000 Childline: 0800 1111
FGM helpline: 0800 028 3550 whistleblowing Helpline: 0800 028 0285

This policy should be read in conjunction with

- Behaviour Policy
- Health and Safety Policy
- Child on Child Policy (Appendix 4)
- Mobile Phone Policy
- Risk Assessment Policy
- Safer Recruitment and Selection Policy
- Code of Conduct for Staff

- Management Allegations Policy
- Complaints Policy and Procedures
- Physical Restraints Policy
- Online Safety Policy
- Educational Visits
- First Aid Procedure Policy
- Equality and Diversity Policy
- Confidentiality Policy
- Attendance Policies
- Mental Health and Wellbeing Policy
- Visitors Policy

This is not an exhaustive list of policies as all polices link in with safeguarding.

10. Use of school premise by other organisations

Where services or activities are provided separately by another body using the school premises, the Governing Board will seek assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection.

The school's visitor policy is adhered to when decisions are made as to whether to grant access to visitors and other organisations.

11. Extended School and Off-Site Arrangements

This policy is also applicable to all student undertaking extended service activities. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply.

If other organisations provide services or activities on our site, the school will check that they have appropriate procedures in place, including safer recruitment procedures.

A signed document must be completed by the organisation confirming that they have relevant documentation and checks in place.

Document: Keeping children safe during community activities, after-school clubs, and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK (www.gov.uk)

When student attend off-site activities, the school will check that effective child protection arrangements are in place. This includes alternative provision (see separate section) and managed moves.

All organisations will be vetted to ensure student are not exposed to inappropriate political or controversial messages or activities.

12. Quality Assurance of Child Protection procedures

Baytul Ilm Secondary School is committed to robust scrutiny of our procedures and policies. This is undertaken by a variety of methods including:

- Head teachers report to governors at each governor meeting
- Annual report to governors

- Regular reviews of procedures
- Surveys undertaken with parents, children, and staff
- Supervision of DSL
- Open door policy
- Safer recruitment protocols (see Safer Recruitment and Selection Policy)
- Complaint's policy
- Any action plan for improvements
- Ongoing conversations between governors, Senior Leadership Team and DSL

13. References

This policy reflects the current advice and guidance from the Department for Education and to take note of the priorities of their Local Safeguarding Partnerships.

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- The Education Act 2002 (section 175)
- Human Rights Act 1998

Statutory Guidance

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2023) 'Keeping children safe in education'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- The Education (Student Information) (England) Regulations 2005
- DfE (2012) Safeguarding Children and Safer Recruitment in Education
- DfE (2011) Dealing with Allegations of Abuse Against Teachers and Other Staff
- Home Office (2015) Mandatory Reporting of Female Genital Mutilation
- DfE (2017) Statutory framework for the early year's foundation stage

Non-Statutory Guidance

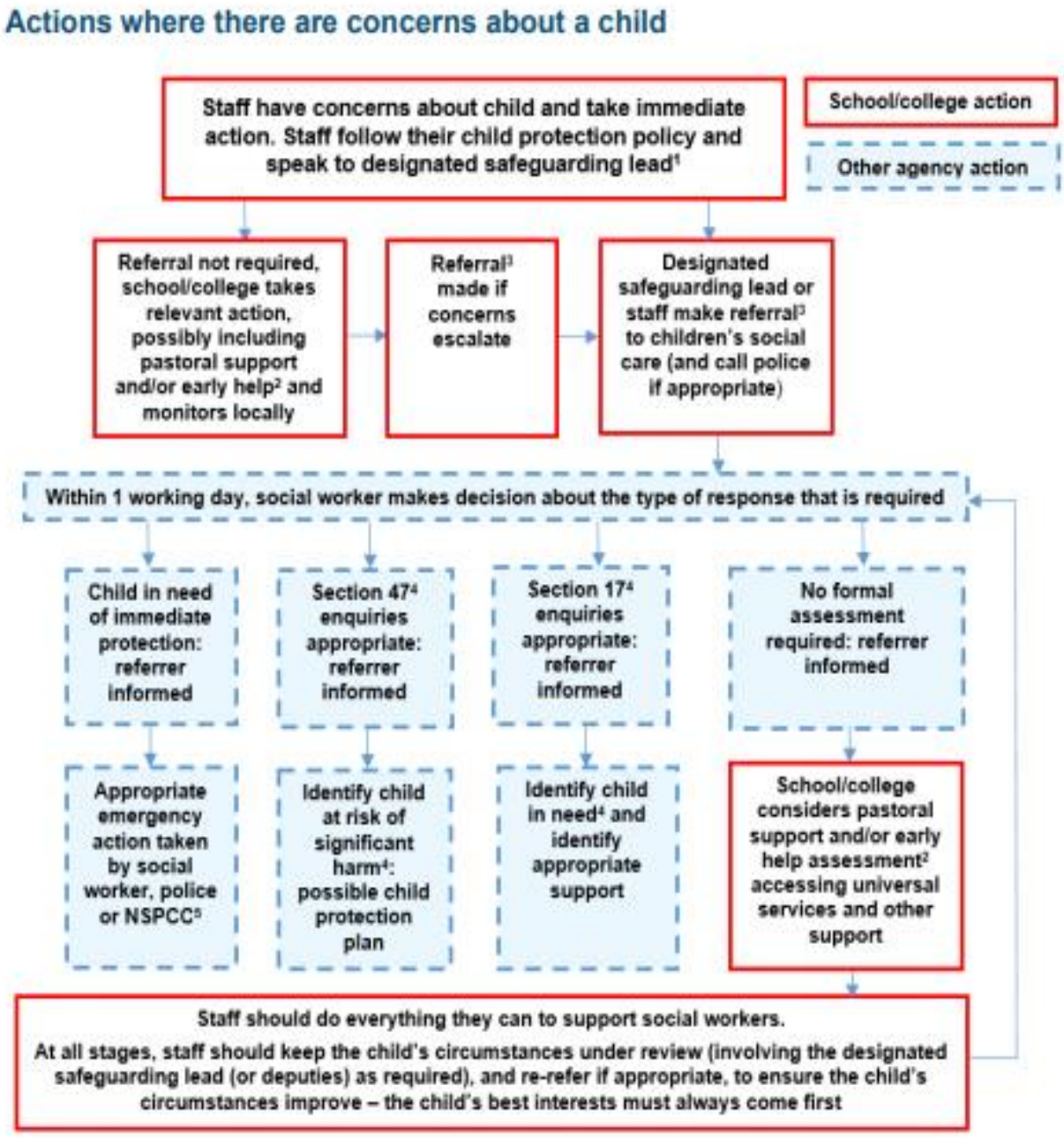
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'

- DfE (2018) ‘Sexual violence and sexual harassment between children in schools and colleges’

And Procedures set out by the Safeguarding Partnership (known as MK Together) MK Together Levels of Need Document provides guidance on procedures when identifying and acting on child safety and welfare concerns, including:

- The four stages of intervention from early help assessment to child protection and the criteria that define these.
- When and how to make a referral to Milton Keynes Multi Agency Safeguarding Hub (MASH).

Appendix 1



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

[2] Early help assessment means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help assessment, an early help assessment inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help assessment process.

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

[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to

suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children. [5] This could include applying for an Emergency Protection Order (EPO).

Appendix 2

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who encounters children, and their families has a role to play. To fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, always, what is in the best interests of the child

All staff have a role to play in keeping children safe within the school. Additionally, there are roles which have specified responsibilities which are detailed in Keeping Children Safe in Education and Working together to Safeguard Children

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2.1 Role of Governing Body

The Governing body has a responsibility to ensure that the school is compliant under legislation requirements. It has strategic responsibility for the school.

The Governing body must: -

- Appoint a Safeguarding Governor
- Ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction and this is regularly updated
- Receive sufficient safeguarding training to understand the process of identification and referral.
- Oversee the appointment of sufficient Designated Safeguarding Leads to ensure the school is always covered.
- Ensure that DSL is appropriate to the role and ensure that adequate support, supervision, training, time, and resources are available for the role.
- Ensure that there is an effective child protection policy in place and update whenever there is a change in legislation (at least annually)
- Ensure the child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in regard to children with SEND or certain medical or physical health conditions. They too can face additional safeguarding challenges both online and offline.
- Be aware of their obligations under the Human Rights Act 1998 and the Equality Act 2010
- Be aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- Ensure the child protection policy is in accordance with government guidance and refers to locally agreed multi-agency safeguarding arrangements put in place by MK Together
- Ensure the Child Protection policy is available online and paper copies are available.
- Ensure the Code of Conduct is adopted and followed within school.

- Ensure there are arrangements for children who are absent from education, particularly on repeat occasions and/or prolonged periods
- Ensure the school has appropriate filtering and monitoring systems in place and regularly review their effectiveness (at least annually)
- Consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs verses safeguarding risks
- review the standards and discuss with IT staff and service providers what more needs to be done to support the school in meeting this standard

The Governing body will hold the school accountable for its safeguarding arrangements.

They will do this by: -

- Working closely with the Headteacher/ DSL
- Receiving regular reports from the Head/DSL.
- Undertaking regular checks on the Single Central Record.
- Receive reports from the Head at Governors meetings
- Report any allegations to the Police or LADO immediately.
- Co-operate with the Safeguarding Partnership when asked for information.

The Governing body may carry out or commission an audit to check that safeguarding is working in practice within the school.

2.2 Role of the Headteacher

The Headteacher has tactical responsibility to ensure that the strategic decisions from the Governing Body are in place. The Headteacher is expected to:

- ensure that the Child Protection Policy and safeguarding procedures are implemented and followed by all staff (including temporary staff, contractors, supply staff and volunteers)
- ensure the Designated Safeguarding Lead is given the sufficient time, funding, training, resources, and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children
- ensure all staff receive induction training (in line with MK Together recommendations), have regular updates on child protection issues and annual safeguarding training on child protection issues
- be the case manager and liaise with the Local Authority Area Designated Officers (LADO) in the event of allegations of abuse being made against a member of staff or volunteer
- be able to investigate low level concerns around safeguarding allegations.

- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing policy.
- ensure that students' safety and welfare is addressed through the curriculum
- communicate this policy to parents when their child joins Baytul Ilm Secondary School and via the school website.
- ensure appropriate arrangements are in place to ensure staff fulfil their statutory duty to report to the police any discovery that Female Genital Mutilation appears to have been carried out or is a risk for any girl under the age of 18 years.
- ensure the school has arrangements in place to fulfil its duty to have "due regard to the need to prevent people from being drawn into terrorism"
- ensure the school has arrangements in place to monitor and respond to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- ensure the school fulfils its responsibility to complete the Section 175 Audit in liaison with the Local Safeguarding Children Board Partnership (MK Together)
- ensure the school fulfils its responsibility to complete a PREVENT Risk Assessment
- provide a signed annual report to the Governing Body and the Baytul Ilm Secondary School Proprietors.

2.3 Role of Designated Safeguarding Lead

The DSL and deputy appointments should be overseen by the Governing body, ensuring that there is always sufficient cover for this role.

DSL's must receive sufficient support, supervision, training, time, and resources are available to allow the role to be performed adequately.

The role of the DSL should be explicitly mentioned in their job description.

DSL's must be experienced and resilient to manage the cases within school.

2.3.1 Manage referrals

The designated safeguarding lead is expected to: -

- refer cases of suspected abuse to MASH as required.
- support staff who make referrals to MASH.
- refer cases to Channel Panel where there is a radicalisation concern.
- refer cases to Police, under the FGM mandatory reporting duty
- support staff who make referrals to the Channel Panel or Police
- refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service.
- refer cases where a crime may have been committed to the Police as required.

- Be aware of all children who have a social worker in place and liaise regularly with that social worker to discuss the safety of that child.
- Understand the filtering and monitoring systems and processes in place including online safety

2.3.2 Work with others

The designated safeguarding lead is expected to: -

- act as a point of contact with MK Mash team (and other MASH teams if the child resides or is under the care of another authority).
- liaise with the headteacher or Headteacher to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance – **PACE Code C 2019**.
- liaise with the "case manager" and the LADO at the local authority for child protection concerns in cases which concern a staff member.
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENDCOs, and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- act as a source of support, advice, and expertise for all staff.

2.3.3 Training

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

The designated safeguarding lead should undertake Prevent awareness training.

Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures, and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help assessment and statutory intervention, including local referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff.
- are alert to the vulnerabilities and specific needs of children in need, those with special educational needs.
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with MASH, other agencies, organisations, and practitioners.

- are able to keep detailed, accurate, secure written records of concerns and referrals.
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- understand and support the school with regards to the requirements of the FGM duty and are able to provide advice and support to staff on protecting children from the risk of FGM.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- can recognise the additional risks that children with vulnerabilities including SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- 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.
- In addition to the formal training set out above, their knowledge and skills should 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, at least annually, to allow them to understand and keep up with any developments relevant to their role.

2.3.4. Raise Awareness

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood, and used appropriately.
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- link with MK Together to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- work with Governors to ensure the School Single Central Record is maintained and up to date.
- keep a record of staff attendance at safeguarding and child protection training and measure the effectiveness of that training.

- oversee internet safety and work closely with the e-safety lead to pick monitor and address any inappropriate activity in staff and children.

Their role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

The Designated Safeguarding Lead is also the Designated Teacher with responsibilities for promoting the educational achievement of children who are looked after and previously looked after children and is expected to undertake appropriate training.

2.3.5 Child Protection File

When children leave the school, the designated safeguarding lead should ensure their child protection file is copied and transferred to the new school or college within 5 days. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained.
In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.
For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

2.3.6 Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.
The designated safeguarding lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

2.4 Role of the Deputy Designated Safeguarding Lead

The deputy DSL will support the DSL, in the event of the DSL being unavailable. The Deputy DSL are able to step up and act on behalf of the DSL.

The Deputy DSL has access to the same training and support, and they are able to access the child protection files.

They have the authority to act and take action in the absence of the DSL.

2.5 Role of Staff and Volunteers

All staff and volunteers have a responsibility to provide a safe environment in which children can learn and should be prepared to identify children who may benefit from early help assessment or who are at risk of significant harm. Early help assessment means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Staff and volunteers' responsibilities: -

- Any staff member who has a concern about a child's welfare should follow the referral processes.
- All staff should be aware of vulnerabilities and the support that may be offered.
- Staff should expect to support social workers and other agencies following any referral.
- Every school should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- Staff must report any concerns directly to the designated safeguarding lead (and any deputies) to assess any further action that should be taken.
- In the event of a DSL not being available, staff are confident in knowing how to make a direct referral to MASH.

The Teachers' Standards 2012 state that teachers (which includes Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties

- All staff are aware of systems within their school or college which support safeguarding,
- All staff are aware of how to respond to disclosures from children. Appendix 5.

All staff have received: -

An Induction which includes

- Child Protection policy.
- Behaviour policy.
- Code of Conduct.
- Safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- Role of the Designated Safeguarding Lead & deputy DSL.
- Identity of the safeguarding governor
- Contact details and role of the LADO
- Details of the Online Safety Policy
- KCSIE 2023 Part 1
- Reading guidance on Sexual Violence and Harassment.
- Confidentiality policy

- Staff email, login details for desktop access and ID
- Basic Safeguarding Training every three years with safeguarding updates in between.
- Training covering specific safeguarding issues such as FGM, CSE, Prevent and Online Safety (which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring)
- An awareness around early help assessment and the vulnerabilities which may make a child more likely to be abused.
- An awareness around internet safety and the current risks online.
- Awareness in how to make a referral to both early help assessment services and children social care.

Staff will be required to sign to say they have read, understood, and adhere to all the policies linked to child protection and the code of conduct.

All staff are made aware of the support that they can access through the DSL Team and other agencies.

2.6 Role of Contractors

Any contractors who visit the school regularly are expected to adhere to the school child protection policy whilst on site.

We will seek written clarification that they have the following in place: -

- DBS checks (when deemed necessary)
- Safer recruitment procedures have been followed
- References are sought
- A Code of Conduct
- Child Protection and Safeguarding Policy
- Received Child protection training

These will all be recorded on the schools Single Central Record.

2.7 Role of Alternative Education

If a student is placed with an alternative provision provider, the school continues to be responsible for the safeguarding of that student and should be satisfied that the provider meets the needs of the student. We seek written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

There is a requirement that communication is frequent on terms of the student's progress and any concerns that may have been raised.

Children should only remain in alternative education where on balance it is safer for them to be in alternative education. They will return to mainstream education as soon as it is in the best interests of the child to do so.

Appendix 3

3 Specific Safeguarding Issues

3.1 Prevent

Baytul Ilm Secondary School is fully committed to safeguarding and promoting the welfare of all its children. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. Children may be susceptible to extremist ideology and radicalisation.
Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic, or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

Staff are fully engaged in being vigilant about radicalisation and ensure that we work alongside other professional bodies and agencies to ensure that our children are safe from harm.

Staff receive PREVENT training and are constantly vigilant and remain fully informed about the issues which affect children in Milton Keynes.

Most radicalisation happens online, children are often targeted via games such as Minecraft or Roblox, they are then persuaded to move to other chat rooms to be further radicalised.

Action will be taken on a case-by-case basis and referrals will be made to the Channel Panel as necessary.

Staff who are concerned that a MK resident or child is vulnerable to being radicalised can raise their concerns initially with the DSL, who will support them to make a joint referral to the MASH team and then by completing the Prevent National Referral Form and submitting to preventreferralsmiltonkeynes@thamesvalley.pnn.police.uk

3.2 Female Genital Mutilation Policy (FGM)

Although all students are male, as a school we are aware that every child comes from a family where there will be mothers, aunts, grandmothers, and sisters. We also have staff who are female. These girls and women could potentially be at risk of FGM and as a school we may become aware or the risk or that it has already happened to someone.

Female genital mutilation (FGM) comprises 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.
It is nearly always carried out on minors and is a violation of the rights of children. The practice also violates a person's rights to health, security and physical integrity, the right to be free from torture and cruel, inhuman or degrading treatment, and the right to life when the procedure results in death.

Female Genital Mutilation affects girls particularly from north African countries, including Egypt, Sudan, Somalia, and Sierra Leone.

It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison.

We have a duty to report concerns we have about girls at risk or who have undergone FGM to the police and social services. We believe that every child has the right to be safe from harm, we monitor the ethnicity of children attending the school who may come from countries where FGM is practiced.

Our Designated Safeguarding Lead is trained to use the FGM screening tool and understands how to refer to the FGM panel as well as immediate concerns being reported through to MASH. A joint referral is made by the person identifying the concern and the DSL.

We also report through to Police on 101, using the FGM Mandatory Reporting Duty.

Our staff are all trained to identify possible signs and symptoms of FGM as part of our standard safeguarding reporting procedures.

FGM Helpline - 0800 028 3550 - fgmhelp@nspcc.org.uk

3.3 Child Sexual Exploitation (CSE)

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

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

Child sexual exploitation can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have

sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

We have a duty to report concerns we have about girls or boys who we believe are at risk of CSE or being sexually exploited to the police and social services.

Our Designated Safeguarding Lead is trained to use the Child Criminal Exploitation (CCE) screening tool and understands how to refer to MARMM and CME group as well as immediate concerns being reported through to MASH.

Our staff are all trained to identify possible signs and symptoms of CSE as part of our standard reporting procedures.

3.4 Children where additional consideration needs to be made

We acknowledge that all children and young people are or can be vulnerable at some point and to some level.
Some are at increased risk of vulnerability because of the social, socio-economic, cognitive, ethnic, linguistic or health related factors impacting on themselves, their families, or their contexts.

Consequences of being vulnerable may include the following:

- slower attainment and development rates of progress than peers
- low levels of emotional wellbeing and engagement
- low self-esteem and poor self-image
- reduced life chances and increased likelihood of becoming NEET (not in education, employment, or training)
- school, social and family exclusion
- poor health
- increased likelihood of experiencing or exhibiting bullying behaviour.

We ensure that particular attention is paid to these groups. We will provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

3.5 Looked After Children and Previously Looked After Children

Looked After Children and Previously Looked After Children have already experienced some level of trauma and disruption in their lives
We will support our looked after and previously looked after children and give them access to every opportunity to achieve to their potential and enjoy learning.

We will:

- Maintain an up-to-date record of all Looked After Children and previously looked after children who are attending. This will include:
    - Status i.e., care order or accommodated.
    - Type of Placement i.e., Foster, respite, residential.
    - Name of Social Worker, area office, telephone number.
    - Daily contact and numbers e.g., name of parent or carer or key worker in children's home.

- Child Protection information when appropriate.
- Attendance figures
- Exclusions

We will ensure that someone attends Children's Services Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their welfare.

3.6 Privately Fostered Children

Private foster carers are people who care for a child by an arrangement between a parent and the carer who may be known or unknown to them.
The child is under 16 years (or 18 with disabilities) and living with a person who is not a close relative or legal guardian, and this is for more than 28 days.

Host families who look after children studying with language schools would also be classified as private foster carers. These children have been identified as being particularly vulnerable to child trafficking, domestic servitude, sexual exploitation, organ harvesting and Muti medicine.

We have a duty to actively seek and inform the Council of any private fostering arrangement that we become aware of.

Private Fostering Team 01908 253206

3.7 Children where there is Domestic Abuse in the home

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. Domestic abuse includes emotional, physical, sexual, financial, or psychological abuse. It is important to recognise that children can also be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
Older children may also experience domestic abuse and/or violence in their own personal relationships. The cross-government definition of domestic violence and abuse 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.
The Domestic Abuse Act 2021 identifies those children are also victims of domestic abuse, witnessing domestic abuse is child abuse, and teenagers can also suffer domestic abuse in their relationships.
Where Domestic abuse has been identified or staff have been made aware of domestic abuse within the home, attention will be paid to the children, to ensure they are safe and supported.

MKAct Helpline: 0344 375 4307
National Domestic Violence Helpline (24 hr freephone) 0808 2000 247

3.8 Operation Encompass

Baytul Ilm Secondary School is working in partnership with Thames Valley Police to identify and provide appropriate support to students who have been experiencing domestic abuse. The Lead at Thames Valley Police of Operation Encompass will share information of all domestic incidents where one of our students has been affected with the Designated Safeguarding Lead **(Who is the designated Key Adult)**. On receipt of any information, the Key Adult will decide on the appropriate support the child requires.

3.9 Young Carers

Children and young people under 18 years who provide regular or on-going care and emotional support to a family member who is physically or mentally ill, disabled or misuses substances.

A young carer becomes vulnerable when the level of caregiving and responsibility to the person in need of care, becomes excessive or inappropriate for that child, risking impacting on his or her emotional or physical well-being or educational achievement and life-chances

3.10 Children with Disabilities and Learning Needs

Children may be more vulnerable due to communication difficulties, lack of understanding of their own bodies or sexuality or because of multiple carers offering personal care with additional needs. The school will support children and parents to access additional support where needed.

Children with Disabilities Team - 01908 691691

3.11 Children where there is Parental Substance Misuse

When working with substance misusing parents we recognise that children are not necessarily at risk just because a parent uses substances. Many children of substance misusing parents receive good parenting, stability and have all their needs fully met. However, we are alert to the possibility that substance misuse by a parent may lead to a child being considered as a child in need and may prevent a child from receiving the level and quality of care that they need.

The Designated Safeguarding Lead will support families to access additional services when needed and will make a referral to Targeted Help Services where appropriate.

ARC (adults service) & Young People's Drug and Alcohol Service
E: cnwl.arc-mk@nhs.net Tel: 01908 250730

3.12 Children where there are Parental Mental Health Issues

Staff understand the effects that parental mental health may have upon the children in the family. Not all parents and children will need the support of health and social care, but those that do will need to get support that is acceptable, accessible, and effective for the whole family. We recognise that the adults with mental health issues may have long periods where they are coping well, but there may be periods when they are unwell and unable to manage adequate parenting for their child.

The Designated Safeguarding Lead will support families to access additional services when needed and will make a referral to Targeted Help Services where appropriate.

Support is available through GP referral

3.13 Families where there may be so-called Honour Based Abuse

So-called 'honour'- based abuse is a violent crime or incident which may have been committed to protect or defend the so-called honour of the family or community.
It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, so-called 'honour'-based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- Are homosexual or consider themselves a different gender

We are mindful that different groups will have cultural expectations and beliefs, but when this impacts on the safety or wellbeing of a child or is in contravention of UK law, the school are required to refer to Children Social Care.

Karma Nirvana UK Helpline: 0800 5999 247

3.14 Child Criminal Exploitation & County Lines

Child Criminal Exploitation can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Staff will be made aware of students with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a student may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism via MASH on a case-by-case basis.

3.15 Serious Violence, gang violence and knife crime

Staff may be made aware of the indicators which may identify a child is at risk from, or is involved with, serious violent crime. Staff will be made aware of some of the most significant risk factors that could increase a student's vulnerability to becoming involved in serious violent crime, gang activity and knife crime. These risk factors include, but are not limited to, the following:

- A history of committing offences.
- Substance abuse.
- Anti-social behaviour.
- Truancy.
- Peers or family involved in crime and/or anti-social behaviour.

Staff members who suspect a student may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL

Staff are made aware of the additional guidance available for young people involved in gang activity and the NPCC guidance on when to report directly to the police.

https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf

Contact Police on 101 for further support.
These referrals must be made quickly as there may be a flight risk. If staff believe the child is at immediate risk, then the first call should be to the Police using 999.

3.16 Children from Asylum Seeking Families

Children who arrive in the UK without their parents or carers usually go into the care of their nearest public authority and will often live with approved foster carers when there is no suitable family member or guardian to care for them.
Asylum-seeking children may have experienced persecution for their beliefs, or because of their ethnic or social group. Some may have seen adults they loved murdered, beaten, tortured or raped; others may have had members of their family 'disappear' with no warning or explanation. Some may have come from a country where they would have been forced to fight as a child soldier if they remained. It is likely that these children will be more vulnerable because of their experiences. Baytul Ilm School is particularly vigilant of these children. The Designated Safeguarding Lead will seek support and help as soon as concerns have been identified.

A range of support is available on https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/asylum-seekers-and-refugees

3.17 Children where English is a second language

We are aware that children coming from households where English is the second language may find it more difficult to identify and express any concerns that they have. We are aware that they may be targeted by individuals wishing to exploit them.

We are sensitive to the needs of these children, who may have a heightened awareness or risk. The Designated Safeguarding Lead will seek support and help as soon as concerns have been identified. An interpreter will be brought in if required to ensure effective communication.

If a referral is made to MASH, the Designated Safeguarding Lead will ensure that they are aware of the language spoken and if there is a need for a translator.

3.18 Special Education Needs

We recognise that children with Special Education Needs may be more vulnerable by nature of their needs. These children may have learning problems or disabilities that make it harder for them to learn than most children of the same age. Many children will have special needs of some kind at some time during their education. We ensure that staff are sensitive to identifying and supporting these needs and ensuring that identification, support, and additional support are offered. We can also assist with the completion of Education, Health and Care Plans (EHCP) to identify additional support needed by individual children.

Tel: 01908 253414 E: SEN@milton-keynes.gov.uk

SEND Information, Advice & Support Service | MK SENDIAS

3.19 Children who go missing from care or home

We recognise that children who going missing either overnight or for short periods of time, may be more vulnerable to child criminal exploitation, child sexual exploitation, grooming, county lines, gang activity and becoming involved with drugs or alcohol. Staff are vigilant of missing periods and the need to follow up for even short missing periods.

3.20 Child misusing drugs or alcohol

Children may experiment with drugs and alcohol for many reasons, we recognise the risks that this poses in terms of dependence and the ability to be manipulated and also the risks associated with contaminated drugs. Children identified as using alcohol and drugs will be offered support through the school and support services such as Young Peoples Drug and Alcohol Services.
E: ypdaservice@milton-keynes.gov.uk. Zoe, Team Leader – 07557317317

3.21 Student Premium or Families living in Poverty

We recognise that any child, who is accessing student premium, may be living in a household where finances are limited. Staff are trained to identify families who may be struggling. We are also aware that there may be families who are just above the list for student premium or may be reluctant to claim any benefits at all. We will be vigilant of this and direct them to any additional support needed
https://www.gov.uk/government/publications/student-premium/student-premium

3.22 Parent in Prison

We recognise that children who may have a parent in prison, may need additional support. There may be continued involvement from those involved in criminal activity or anxiety caused by a parent not being around.
PACT - https://www.prisonadvice.org.uk/ Tel: 0808 808 2003

3.23 Military Service Children

We recognise that children may move on a regular basis, so have problems settling in and building roots. There may also be fear and anxiety due to parents being involved in war zones or risky activities.
SSAFA: https://www.ssafa.org.uk/get-help/military-families Tel: 0800 260 6767

3.24 Mental Health Issues including Self Harm

We recognise that there has been growing numbers of children, who have displayed fear, anxiety which may lead to mental health issues. Boys have been identified as a group where numbers have been rising. All staff are aware of how to identify signs and symptoms and refer to other relevant support.
CAMHS: 01908 724544 or Mkspcamhs.cnwl@nhs.net
Kooth : https://www.kooth.com/

3.25 Inadequate Housing & Homeless

Any family living in accommodation which is not suitable or who is in temporary accommodation may need additional support.
This list is not exhaustive, any child may be at need of additional support at any time, Baytul Ilm Secondary School has trained staff to identify when a family or child needs additional support and to ensure that the DSL is notified at an early stage.
We will offer support and signpost families to additional services where needed, we will also refer a child to MASH when we identify a child is at risk of significant harm.
Housing Solutions Service: Tel: 01908 253481 Emergency Tel: 01908 226699
DePaul : https://uk.depaulcharity.org/

3.26 Elective Home Education

Children who are removed from school to be home educated, must be reported to the Local Authority. They are now identified as potentially being at high risk, because they are not seen by professionals on a regular basis. From September 2021 any child that a parent is seeking to remove from school to be home schooled must be considered in terms of safety of the child. Where a child has an Education, Health and Care Plan, a meeting between parents/carers, school and LA must take place to review the plan before the child is removed to discuss safety and appropriateness for the child, this is particularly relevant for children who are vulnerable or under a social worker.
Simon Sims: homeed@milton-keynes.gov.uk Tel: 01908 253338

3.27 Internet Use and cybercrime

The internet is a really useful resource however, students may also be at risk of harm through their use of the internet. It is vital that students are taught about safe use of the internet within school lessons. It is also important that parents have access to parent workshops which highlight the potential dangers around IT.
Baytul Ilm Secondary School ensures that all staff are trained in basic internet safety. We also ensure that children know what safe internet use looks like and how to report any concern that they may have.
We ensure parents are aware of the risks of the internet and how to set up parental controls by providing relevant information, we publish this information on our website and also send out alerts when needed. Parents are made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.
Children are taught not to share personal details, passwords, or information online which may make then susceptible to cybercrime online.
The DSL is responsible for overseeing internet concerns involving students and staff. Any breach of the online safety policy must be reported through to the DSL, to ensure that they have the wider picture in terms of what is happening.

Useful Websites

https://www.saferinternet.org.uk/advice-centre/parents-and-carers

https://www.thinkuknow.co.uk/parents/support-tools/home-activity-worksheets

https://www.internetmatters.org/advice/

https://www.saferinternet.org.uk/blog/free-internet-safety-resources-parents

https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/

3.28 Fabricated and Induced Illness

Fabricated or induced illness (FII) is a form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. FII is also known as "Munchausen's syndrome by proxy". A feature of these cases is that the abuser often does not see that they are abusing their child, often they will undertake to gain attention themselves and to meet a need for attention. The parent can often be very manipulative and tell different professionals' different stories, so cases have to be managed carefully.

FII cases should not be discussed with the parent, there should be an immediate referral to MASH who will manage any interaction with the parent.

FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.
Behaviours in FII include a parent or other carer who:

- Persuades healthcare professionals that their child is ill when they're perfectly
- healthy.
- Exaggerates or lies about their child's symptoms.
- Manipulates test results to suggest the presence of illness – for example, by
- putting glucose in urine samples to suggest the child has diabetes.
- Deliberately induces symptoms of illness – for example, by poisoning her/his child with unnecessary medication on other substances (such as salt).

https://mkscb.procedures.org.uk/ykyyxq/mk-levels-of-need/fabricated-or-induced-illness#s342

3.29 Children who are absent from education

A child who is absent from education means that a child may fall behind or not achieve academically, it is also a potential indicator of abuse or neglect. The school will ensure its procedures for dealing with children who are absent from education even for short and/or prolonged periods, particularly on repeat occasions, are rigorously implemented to help identify the possible risk of abuse and neglect such as sexual abuse or exploitation and to help prevent the risk of them becoming a child missing education in the future.

The school will inform the Local Authority of any student who are failing to attend school regularly as soon as we have concerns or when they have been missing without a good reason on 3 occasions. We will also contact the local authority when a child is or going to be deleted from the admission register under all fifteen grounds for deletion. This will be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register. The school will record details of the student's residence, the name of the person with whom they will reside, the date from which they will reside there, and the destination school (where this can reasonably be obtained). The school will inform the Local Authority of the student's destination school and home address.

The school will inform the Local Authority of any student who fails to attend school for 20 school days or more or that the school do not know their whereabouts.

The school will work collaboratively with the Local Authority to make reasonable enquiries about a student's whereabouts where there is a continuous absence after an authorised leave.

The school will inform the Local Authority when registering new student within five days, including the student's address and previous school (where this can reasonably be obtained). The school will cooperate with the Local Authority on the

provision of the above information for student leaving or joining the school at standard transition points. We will follow up any child who leaves our school and has not notified us where they are being transferred to.

cme@milton-keynes.gov.uk Tel: 01908 253338

3.30 Further Information of Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues.

The local safeguarding procedures are set by MK Together and published on their website Milton Keynes Safeguarding Partnership (mktogether.co.uk). The school are signed up for updates on the local procedures and all school procedures complement and support the local arrangements.

The NSPCC also offers information for school's organisations on its website www.nspcc.org.uk.Broad Broad government guidance on the issues listed below can also be accessed via the www.gov.uk website:

- bullying including cyberbullying
- faith abuse
- gender-based violence/violence against women and girls (VAWG)
- hate crime
- missing children and adults' strategy
- sexting
- trafficking and modern slavery

We can also phone the MASH team for specific advice and guidance or to discuss hypothetical cases before a referral is made.

Appendix 4

4 Child on Child Abuse Policy

We nonetheless need to be aware of the wider issues of peer abuse, and be aware that our students may be vulnerable in their contacts with older children and young people

A number of issues are identified under the child-on-child policy: -

- Bullying
- Sexual violence and harassment.
- physical abuse
- sexting (also known as youth produced sexual imagery).
- initiation/hazing type violence and rituals.
- Upskirting

We take all incidents of child-on-child abuse seriously, support children to report them and provide support to victim, perpetrator, staff, and children. It is essential that children are taken seriously and that they are kept as safe as possible during any investigation.

4.1 Reducing the Risk

Baytul Ilm Secondary School believes that children should feel safe at school and be given opportunities to raise concerns and talk to staff about any concerns they may have.

We encourage this by having an open-door policy, having posters around the building, detailing who the DSLs are, we also regularly talk about the availability of staff and the opportunity to discuss concerns with children and staff.

Risk assessments are in place to reduce the level of risk and all staff are made aware of child-on-child abuse, the impact on children, the procedures to follow and know how to report and support young people who are impacted by child-on-child abuse

4.2 Bullying

Bulling is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

• An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

• Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g., size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

4.3 Sexual Violence & Harassment Policy

Sexual Violence refers to the four following offences:

- Rape
- Assault by Penetration
- Sexual Assault
- Causing someone to engage in sexual activity without consent

The term “harmful sexual behaviour” is used to describe behaviour that is problematic, abusive, and violent, and that may cause developmental damage.
Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.

Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.
Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a student’s dignity and makes them feel intimidated, degraded, or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual harassment includes:

- Sexual comments.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against another student.
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion, and threats – online sexual harassment may be isolated or part of a wider pattern.

In a single gender school, it is particularly important that staff are aware that children may be concerned that others may see their sexuality as an issue. This is particularly

important where young people may be questioning or unsure of their sexuality. All staff must be able to recognise normal sexual behaviour, so they can identify any behaviour which is outside of the normal parameters.

4.4 Physical Abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidently before considering the action or punishment to be undertaken.

4.5 Sexting

The term ‘sexting’ relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often ‘shared’ via social networking sites and instant messaging services.

4.6 Initiation/Hazing Ceremonies

Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams, and school groups.

4.7 Upskirting

Up skirting is the practice of taking non-consensual photographs under a person's skirt or kilt, capturing an image of the crotch area, underwear, and sometimes genitalia. It is a criminal offense. Anyone of any gender, can be a victim.

Baytul Ilm Secondary School operates a zero-tolerance policy on child-on-child abuse. We will avoid opportunities for this to happen, by ongoing vigilance and clear expectations of behaviour. In order to prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate students about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons. The school has a whole-school approach that prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobic, biphobic and sexual violence/harassment.

The school will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships.
- Respectful behaviour.
- Gender roles, stereotyping and equality.
- Body confidence and self-esteem.

- Prejudiced behaviour.
- That sexual violence and sexual harassment is always wrong and unacceptable.

Students will be allowed to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

4.8 LGBTQ

All staff should be aware that identifying as LGBTQ is not in itself an inherent risk factor for harm however children can be targeted for identifying as such. Children may even be targeted based on being perceived as such (regardless of whether they are LGBTQ or not) therefore they can be just as vulnerable.
These risks can be compounded further where children who identify as LGBTQ lack a trusted adult/s with whom they can be open/speak comfortably.
Staff should therefore be conscious of this and ensure children are made to feel comfortable. The Pastoral Team have a close mentoring relationship with the students and as such are suited to act as trusted adults for any child/ren who may be LGBTQ.

4.9 Responding to Child-on-Child Abuse

All victims will always be taken seriously, reassured, supported, and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. All victims will be reassured and explained to that the law is in place to protect children and young people and not to criminalise them, and this should be explained in such a way that avoids alarming or distressing them. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it.

The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of MASH where necessary. If staff are in any doubt, they will speak to the DSL. Where an alleged incident took place away from the school or online but involved students from the school, the school's duty to safeguard students remains the same.

All staff are trained to handle disclosures, to record those concerns and alert the DSL. Support will be identified for the young person.

The DSL will keep a log of all Child-on-Child abuse, that follows any disclosure from report through to resolution, this may include changes in policy or procedure or retraining of staff.

Appendix 5

Responding to a Disclosure

If a child reports that they are being abused and neglected, staff should

- listen to them,
- take their allegation seriously, and
- reassure them that action will be taken to keep them safe.
- Speak to DSL as soon as possible and record the concern

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on – staff are not allowed to keep secrets. During their conversations with the student, staff should: Listen to and believe them. Allow them time to talk freely and do not ask leading questions. It is not our job to decide if what the child is saying is true or not, our responsibility is to pass the information on, so it can be investigated by the relevant authorities.

Stay calm and do not show that you are shocked or upset – the student may stop talking if they feel they are upsetting their listener. Be aware that children will often pick the most unhelpful times to make a disclosure i.e., when there are 30 other children present, 5 minutes before they are due to go home or just before we break up for a school holiday. Give reassuring nods or words of comfort and reassure the student that they are right to tell – 'I'm sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me.

Do not be afraid of silences – staff must remember how hard this must be for the student, consider their own body language and the messages it may send a child regarding the nature of the disclosure.

Use the 4 w's to ask questions – what? when? who? and where. Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student's mother/father think. Tell the student that in order to help them, they must tell the DSL and if the child wants to go with you whilst you tell the DSL let them.

Ensure that the child feels safe, avoid physical touch unless the child initiates it and never admonish the child for not speaking out earlier. Staff must not delay telling the DSL, it is better for there to be enough time to make informed decision on whether it is safe for that child to return home at the end of the day. As soon as possible, record the conversation using the child's own words. Stick to the facts, and do not put your own judgement on it. Do not write whilst the child is talking, your attention should be wholly on the child. Sign and date the write-up and pass it on to the DSL immediately.

Appendix 6

Safeguarding Concern Form

CONFIDENTIAL

Date of record:	
Date of incident:	

Name of referrer:		**Role of referrer:**	
Child name:		**Year Group / class:**	
Details of concern:	• *use initials for other children / young people involved, unless there is a specific need to name them in full* • *contemporaneous notes, if taken, may be attached to this form*		
Reported to:		**Role of person reported to:**	
Signed:			

Action taken:		**Advice sought:** ***(from whom and what was advice given)***	
Concern / referral discussed with parent / carer?		***If not, state*** ***reasons why – if yes, note*** ***discussion with parent***	
Referral made:		***If not, state*** ***reasons why – if yes, record to*** ***whom and any*** ***action agreed***	
Feedback to **referring member of staff:**			***By whom***
Response to / **action taken with student:**			***By whom***
Name and **contact number of key workers:**			
Name and **contact details of GP:**			
Other notes / **Information /** **Concerns:** **Any other action required:**			

Appendix 7: Child Protection File Front Sheet

Student name			
Date of birth			
Any other name by which child is known			
Home address		**Current address (if different)**	
Contact tel no.		**Contact tel no.**	
Family members i.e. parents / carers / siblings			
Name	**Relationship**	**Address**	**School Details** (in the case of siblings)
Date file started			
Are records held in school relating to other connected children?			
Contact details of other professionals			
Name	**Agency**	**Address**	

Appendix 8: Child Protection File Removal of Information Record

Student Information	
Student name	
Date of birth	
Removal of Information	
Date documents or complete file removed	
Name and role of person removing documents or complete file	
Signature of person removing documents or complete file	
List documents removed (or complete file)	
Reason for removal	
Replacement of Information	
Date documents or complete file replaced:	
Were all documents replaced?	Yes / No
If all documents are NOT replaced please record which documents have not yet been replaced, along with the location of such documents and reason for such documents not having been replaced.	
Name and role of person replacing documents or complete file	

Signature of person replacing documents or complete file	

Appendix 9: Child Protection File

Chronology of Significant Events

Student Name:		**Admin Number:**	
Date of Birth		**City:**	

Date of event	Date info received/ recorded	Significant event	Notes:	Recorded by (full name and job title)

Appendix 10: Record of Child Protection File Transfer

PART 1: TO BE COMPLETED BY SENDING/TRANSFERRING SCHOOL

Name of child	
D.O.B.	
Name of school sending CP File	
Address of sending school	
Date file sent	
Name of Principal / Designated Safeguarding Lead	
Method of delivery	
Signature	

PART 2: TO BE COMPLETED BY RECEIVING SCHOOL

Name of school/college receiving file	
Address	
Date received	
Name of Principal/ Designated Safeguarding Lead receiving file	
Had the file been tampered with in transit?	
Signature	

Appendix 11: Operation Encompass

Operation Encompass links schools with their local Police Force up and down the country to ensure information of any incidents of domestic abuse attended by the police is shared with the Key Adult (DSL) of the school the children attend. This sharing of information allows the Key Adult (DSL) of the school to be aware and therefore the Key Adult can arrange for appropriate support to the impacted children who may be anxious, distressed or upset prior to their arrival to school. This allows the school to put appropriate Safeguarding measures in place and notify appropriate staff early enough to support the children in making them feel safe.

Up to date information shared by the Police attending incident of domestic abuse enables the school to provide further wellbeing support internally. Where the school feel the information provided to them, provides additional concern to existing concerns, the school as per the local safeguarding procedures will make a referral to Multi Agency Safeguarding Hub (MASH). Operation Encompass does not replace statutory safeguarding procedures.

Useful Websites

https://www.nationaldahelpline.org.uk/

https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/

https://safelives.org.uk/knowledge-hub

https://www.gov.uk/government/publications/domestic-abuse-get-help-for-specific-needs-or-situations/domestic-abuse-specialist-sources-of-support

https://www.operationencompass.org/

Multi-agency Practice Principles for responding to child exploitation and extra-familial harm (researchinpractice.org.uk)

Managing risk of radicalisation in your education setting - GOV.UK (www.gov.uk)

Appendix 12: Staff Safeguarding Declaration

Annual Safeguarding Declaration

1. **I have received and read the School's Safeguarding (Child Protection) Policy, including the appendices.**
2. **I have received and read Part 1 of the DfE guidance 'Keeping Children Safe in Education'.**
3. **I have received and read the Baytul Ilm School Staff Code of Conduct.**
4. **I have completed the School's safeguarding training, including PREVENT training.**
5. **I understand that supplementary safeguarding guidance is available at www.gov.uk**
6. **I agree to adhere to the protocols set out in the School's Safeguarding (Child Protection) Policy, the Staff Code of Conduct and the DfE guidance 'Keeping Children Safe in Education'.**
7. **Note: Baytul Ilm School takes its responsibility to safeguard children very seriously. If any concerns regarding conduct contrary to the Safeguarding (Child Protection) Policy come to our attention, appropriate action will be taken.**

Print name: ……

Sign: ……

Date: ……

Useful Links

Key Documentation (including hyperlinks)
Keeping Children Safe in Education (DfE 2023)
Working Together To Safeguard Children (DfE 2018)
What To Do If You're Worried A Child Is Being Abused (DfE 2015)
Child Sexual Exploitation: Definition and Guide for Practitioners
The right to choose_ government guidance on forced marriage - GOV.UK
National Crime Agency's CEOP Education Programme: Protecting children and young people from online child sexual abuse through education

Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People
Sexual violence and sexual harassment in schools (DfE 2018)
Mental Health and Behaviour in Schools: Department Advice (DfE 2018)
Prevent Duty Guidance for England and Wales
DBS Identification Checking Guidelines
The Use of Social Media for Online Radicalisation (Home Office, 2015)
Promoting Fundamental British Values Through SMSC
Teacher Status Checks - Employer Access Online
Guidance for the Employment Of Overseas Applicants
Guidance for the Employment of Overseas Trained Teachers

Useful Sites
Channel general awareness online training module
UK Safer Internet Centre
Educate Against Hate
Home Office PREVENT e-learning
ThinkuKnow
DisrespectNobody
www.internetmatters.org
www.pshe-association.org.uk
The use of social media for online radicalisation

Glossary

BME	Black Minority & Ethnic
CAMHS	Child & Adolescent Mental Health Service
CCE	Child Criminal Exploitation
CSE	Child Sexual Exploitation
DBS	Disclosure & Barring Service
DDSL	Deputy Designated Safeguarding Lead
DSL	Designated Safeguarding Lead
EHA	Early Help Assessment
EHCP	Education Health & Care Plan
FGM	Female Genital Mutilation
FII	Fabricated and Induced Illness
GDPR	General Data Protection Regulation
KCSIE	Keeping Children Safe in Education
LADO	Local Authority Designated Officer
MASH	Multi Agency Safeguarding Hub
NPCC	National Police Chiefs Council
NSPCC	National Society for the Prevention of Cruelty to Children
PSHE	Physical Social Health Education
RSE	Relationships and Sex Education
SEND	Special Educational Needs and Disabilities
SLT	Senior Leadership Team
TRA	Teaching Regulation Agency
UAVA	United Against Violence & Abuse