

IQRA SLOUGH ISLAMIC PRIMARY SCHOOL (ISIPS)

Child Protection and Safeguarding Policy

We Learn, We Lead, We Inspire

Review Date: 1st September 2025

Approved by the Governing Body

Frequency of Review.....Annual.....

Next Review Date..... 1st September 2026

Child Protection and Safeguarding Policy 2025-2026

Governors' Committee Responsible: . Safeguarding Committee

Governor Lead: Gareth Thomas – Chair of Governors

Nominated Lead Member of Staff: Miss P Dhillon (Deputy Headteacher)
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Other DSLs: Mrs S Ikram

Status fit Review Cycle:..... Statutory Annual

Next Review Date: September 2026

Related Policies and Documents

This Policy is one of a series in the Schools integrated safeguarding portfolio. Other policies related to safeguarding include:

- Behaviour for Learning
- Whistle-blowing
- Anti-bullying Health & Safety Attendance Curriculum PSHE
- SMSC
- Administration of medicines
- Sex and Relationships Education Acceptable Use and E-Safety
- Safer Recruitment
- Complaints Policy and Procedure
- Staff Code of Conduct
- RSE policy
- Mental Health and Well Being
- Policy for Looked After Children
- Allegations against staff
- Drug Education
- Intimate Care policy
- Reasonable Force Policy
- Specific Abuse Awareness Policy
- COVID-19 Safeguarding Addendum and risk assessment
- COVID-19 medical addendum

- Sexual violence and sexual harassment (September 2021)
- Keeping Children Safe in Education (DfE 2025)
- Working Together to Safeguard Children (HM Government 2015)
- What to do if you're worried a child is being abused (HM Government 2015)
- Information Sharing (HM Government 2015)
- Disqualification under the Childcare Act 2006 : Statutory guidance for local authorities, maintained schools, academies and free schools (February 2015)

The procedures contained in this Policy apply to all staff, volunteers, Governors and Directors. The Keeping Children Safe in Education (2025) reinforces 'Good safeguarding requires a continuing commitment from governing bodies, proprietors, and all staff to ensure the safety and welfare of children is embedded in all of the organisation's processes and procedures, and consequentially enshrined in its ethos.' (Paragraph 324)

1. Introduction

At IQRA Primary School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

- 1.1 This policy has been developed in accordance with the Head teachers established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, both 'Keeping Children Safe in Education' 2025, Guidance for Safer Working Practices, changes in the RSE guidance and Slough Safeguarding Children Board SSCB Child Protection Procedures
- 1.2 Safeguarding and promoting the welfare of children (in line with Working together to safeguard children 2025) is defined for the purposes of this guidance as:
- protecting children from maltreatment;
 - preventing impairment of children's mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care (even when the child is in alternative provision);
 - and
 - acting to enable all children to have the best outcomes

- 1.3 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.4 We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our children from harm, and that the child's welfare is our paramount concern.
- 1.5 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.6 There is a statutory duty to provide an Annual Report to the Governing Body on Safeguarding Children which enable the Governing Body to monitor compliance with the requirements of the "Keeping Children Safe in Education 2025" and to identify areas for improvement. A copy of the completed Annual Report should be appended to the minutes of the Governing Body meeting where the Safeguarding Report is given.

The aims of this policy are:

- 1.7.1. To support the child's development in ways that will foster security, confidence and independence
- 1.7.2. To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to
- 1.7.3. To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (reference appendices 1 and 2)
- 1.7.4. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- 1.7.5. To emphasise the need for good levels of communication between all members of staff.

- 1.7.6. To develop a structured procedure within the school this will be followed by all members of the school community in cases of suspected abuse
- 1.7.7. To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 1.7.8. To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance) , and a central record is kept for audit.
- 1.7.9 The school endeavours to ensure that 'safe' staff are employed, and 'safe' volunteers work with children by following the guidance in Keeping Children Safe in Education (2025).

Safer recruitment means that all applicants will (Refer to Safer Recruitment Policy):

- complete an application form which includes their employment history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role
- provide evidence of their right to work in the UK
- consider further checks if the applicant has lived or worked outside the UK
- be interviewed by a panel of at least two school leaders.

Using Guidance for Safer Working Practices and Keeping Children Safe in Education 2025, the following areas

Confidentiality

Since the last edition of Safer Working Practices, the new Data Protection Act (DPA) has come into force bringing with the GDPR. The guidance says that school leaders should ensure that all staff who need to share 'special category personal data' are aware that the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition. This allows practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent or if to gain consent would place a child at risk

Standards of Behaviour

This section includes the changes to The Childcare (Disqualification) Regulations 2018, as reported widely.

Communication with children

It has long been clear that staff should not communicate with pupils outside the context of their work. The new guidance reminds staff that they should not discuss or share data relating to children, parents or carers in staff social media groups.

Transporting pupils

'Staff should not offer lifts to pupils unless the need for this has been agreed by a manager and there should be at least one adult additional to the driver acting as an escort.' In the first instance the school we use the all other avenues to contact the parent and if needed, the school mini bus will be utilised to take the child home with two adults.

Educational visits

Staff responsible for organising educational visits should be familiar with the Department for Education's advice on Health and Safety (updated November 2018)

Photography, videos and other images / media

The message is clear here, that adults should not take images of a child's injury, bruising or similar (e.g. following a disclosure of abuse) even if requested by children's social care; or make audio recordings of a child's disclosure

Curriculum

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit, political or otherwise sensitive nature. Responding to children's questions requires careful judgement and staff should take guidance in these circumstances from the Designated Safeguarding Lead' and refer to the RSE policy.

This means that 'care should be taken to comply with the setting's policy on spiritual, moral, social, cultural (SMSC) [education] which should promote fundamental British values and be rigorously reviewed to ensure it is lawful and consistently applied. Staff should also comply at all times with the policy for relationships and sex education (RSE)'.

2. Safe School, Safe Staff

We will ensure that:

2.1.1. All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection & Safeguarding Policy together with a staff behaviour (code of conduct) policy

- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- when appointing staff, the school checks: identification, an enhanced DBS certificate, the barred list, for mental and physical fitness, for the right to work in the UK, that professional qualifications have been verified, whether the person is prohibited from teaching and, make further checks if the applicant has lived or worked overseas
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
- the school has in place procedures for Disqualification under the Childcare Act 2006 checks. These checks have been added into the school's single central record. (See Appendix 7).
- a senior leader has Designated Safeguarding Lead (DSL) responsibility
- on appointment, the DSLs undertake interagency training and also undertake DSL 'New to Role' and the 'Update' Course every 2 years
- all other staff have Safeguarding training updated as appropriate. Paragraph 117 of Keeping Children Safe in Education (2025) states 'the training that staff receive is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.' The CPD programme should be reviewed to ensure that all the knowledge staff need is included and that they understand how it is to be implemented.
- all staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.'
- any weaknesses in Child Protection are remedied immediately

- a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head teacher
 - Child Protection & Safeguarding policy and procedures are reviewed annually and that the Child Protection & Safeguarding policy is available to parents on the school website or by other means
 - the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE)
- 2.1.2. The DSL's who are involved in recruitment and at least one member of the governing body will also complete Safer Recruitment Training either face-to-face or online (on the NSPCC website). This is to ensure that there is always one person with Safer Recruitment training involved in every appointment panel.
- 2.1.3. All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
- 2.1.4. All members of staff are trained in and receive regular updates in e-safety and reporting concerns (Ref Appendix 5)
- 2.1.5. All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- 2.1.6. All members of staff, volunteers, and governors know how to respond to a child who discloses abuse.
- 2.1.7. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our Parents' Handbook and School Prospectus
- 2.1.8. Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

- 2.1.9. Community users organising activities for children are aware of the school's child protection guidelines and procedures
- 2.1.10. We will ensure that child protection concerns or allegations against adults working in the school are referred to the local authority Designated Officer for advice (appendix 5), and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 2.1.11 The governing body, along with the Head teacher, will ensure that a Designated Teacher is appointed with Looked After Children Responsibilities. This designated teacher will work in co-operation with the Head Teacher as the named staff responsible for ensuring that all looked after children have equal access to all learning opportunities in line with their peers. The Head Teacher and Designated Teacher also have specific responsibilities for supporting the rest of the staff in their training and work with looked after children (see Policy for Looked After Children).
- 2.2 Our procedures will be regularly reviewed and up-dated (annually) or immediately when new guidance is issued.
- 2.3 The name of the designated members of staff for Safeguarding, the Designated Safeguarding Lead Officers, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 2.4 All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.
- 2.5 The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school prospectus/newsletter/website
- 2.6 Staff are made aware of any updates in Safeguarding through training which is delivered via:
- School INSETs

- Daily morning briefings (if the need arises to share concerns or Weekly Safeguarding Fridays) External Visitors/Consultants
- Link Governor Reports (Termly)
- New Staff Safeguarding Induction (delivered in-house by DSL)

3. Responsibilities

- 3.1 The designated DSLs are responsible for:
- 3.1.1 Referring a child if there are concerns about possible abuse, to the Children's Services Area Team, and as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form
- 3.1.2. Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- 3.1.3. Ensuring that all such records are kept confidentially and securely and are separate from a child's school records, until the child's 25th birthday, and are copied on to the child's next school or college.
- 3.1.4. Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the child's records
- 3.1.5. Liaising with other agencies and professionals
- 3.1.6. Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- 3.1.7. Ensuring that any child currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- 3.1.8. Organising child protection induction, and regularly update training for all school staff.
- 3.1.9. Providing, with the Head teacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)

4. Supporting Children

- 4.1 We recognise that a child who is abused or witness's violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. All staff need to be aware that mental health problems can in some cases be an indicator that a child is or has suffered from neglect, emotional or physical abuse or exploitation (Keeping Children Safe in Education 2025)
- 4.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4 Our school will support all children by:
 - 4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
 - 4.4.2 Promoting a caring, safe and positive environment within the school.
 - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 4.4.4 Notifying Social Care as soon as there is a significant concern
 - 4.4.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- 4.5 Providing support through the broad and balanced curriculum

At IQRA Primary School pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

Iqra Primary School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our children for the

responsibilities of adult life and citizenship. It is expected that all curriculum coordinators will consider the opportunities that exist in their area of responsibility for addressing the 'Keeping Children Safe in Education: Statutory guidance for schools and colleges September 2025'. As appropriate, the curriculum will be used to build resilience, help children to keep safe and to know how to ask for help if their safety is threatened.

As part of developing a healthy, safer lifestyle, child's will be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly
- To judge what kinds of physical contact are acceptable and unacceptable
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help

- To use assertiveness techniques to resist unhelpful pressure

- Emotional literacy:
 - Knowing your feelings.
 - Ability to listen to others and having a sense of empathy
 - Learning to manage our emotions.
 - Repairing emotional problems
 - Putting it all together: emotional interactivity

All computer equipment and internet access within the school will be subject to appropriate "parental controls" and Internet Safety Rules (more information can be sought from the E- safety policy).

4.6 **Mental Health**

All staff IQRA Primary School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy through discussion and updating on CPOMS immediately.

4.7 SEND pupils

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

At IQRA we identify pupils who might need more support to be kept safe or to keep themselves safe by ensuring they recognise who they can speak to if something is concerning them. In addition to this the Learning Mentor will check-in with the vulnerable children during the week, additional groups are conducted to meet their needs and support from external agencies such as SEBDOS will be used where necessary.

Disproportionate Vulnerabilities:

Children with SEND or other additional needs may face disproportionate risks of neglect, abuse, or exploitation due to factors such as communication difficulties, social isolation, or a lack of understanding of risk. Similarly, children with EAL may face barriers to disclosing concerns or understanding safeguarding messages. Staff must remain alert to these vulnerabilities and ensure that all pupils have equal access to a safe and supportive environment.

Monitoring Non-Verbal Indicators:

Staff must be trained to identify and respond to subtle, non-verbal signs of distress or changes in behaviour that may indicate a safeguarding concern. For pupils who struggle to articulate their feelings or experiences, changes in mood, demeanour, engagement, or behaviour should be taken seriously and followed up in accordance with the school's safeguarding procedures.

Transitional Safeguarding:

The school is committed to ensuring continuity of care and safeguarding support during key transition points, such as when pupils move between classes, key stages, or educational settings. For pupils with known vulnerabilities, safeguarding information—including any individual risk assessments or learning plans—must be shared promptly and securely with the receiving team or setting. This ensures ongoing monitoring and support, and reduces the risk of safeguarding concerns being missed during periods of change.

Safeguarding all children is a whole-school responsibility, and this includes providing enhanced support for those who may be at greater risk due to their individual needs or circumstances.

4.8 Attendance

- It is recognised by Iqra School that full attendance at school is important to the well-being of all children and enables them to access the opportunities made available to them at school. Attendance is monitored closely and the Attendance Officer works closely with the Education Social Work Service when the patterns of absence are of concern.
- Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.
- We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.
- The School is aware that a child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence, particularly where children go missing on repeated occasions and will follow the Department for Education's legal requirements for schools in respect of recording and reporting of children who leave school without any known destination.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school to be home educated
 - move away from the school's location
 - remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards); or
 - are permanently excluded
- The Schools Attendance Policy is set out in a separate document and is reviewed regularly by the Governing Body.

4.8 At IQRA Primary School we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.

5. Confidentiality

- 5.1 We recognise that all matters relating to child protection are confidential
- 5.2 The Head teacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only. As a rule, this information about children is kept confidential.
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing
- 5.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the Children's Services Area Team on this point.
- 5.6 We follow the government's non-statutory guidance 'Information sharing: Advice for practitioners providing safeguarding services (2015)'. This document has a useful flowchart showing when to share information. The flowchart is included in Appendix 8 of this policy.

6. Supporting Staff

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate
- 6.3 All staff (including temporary staff) will:

- fully comply with the School and LAs Policies and Procedures and Staff Code of Conduct;
- read and become familiar with – ‘Keeping Children Safe in Education (2025) and ‘What to do if you’re worried a child is being abused’ (2025) and sign the relevant documentation to say that they have done so.
- ensure they know who the DSL is and their role;
- attend appropriate training;
- refer all concerns about a child’s safety and welfare to the DSL or Head Teacher or, in exceptional circumstances, directly to the Police or Children’s Social Care.

7. Allegations against staff

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 7.2 All Staff should be aware of Iqra Schools Behaviour for Learning policy.
- 7.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction
- 7.4 We understand that a child may make an allegation against a member of staff. Grooming even as low-level concern in the Keeping Children Safe in Education (2025) must be reported. Low level concerns include being over friendly with children, having favourites, taking photographs of children on their mobile phones, engaging with a child on a 1:1 basis in a secluded area or using inappropriate sexualised, intimidating or offensive language.
- 7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head teacher.
- 7.6 The Head teacher on all such occasions will discuss the content of the allegation with the local authority Designated Officer.

- 7.7 If the allegation made to a member of staff concerns the Head teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Head teacher first.
- 7.8 The school will follow the Berkshire Local Safeguarding Children's Boards Child Protection Procedures for managing allegations against staff (http://berks.proceduresonline.com/chapters/p_alleg_staff.html). The Slough local authority Designated Officer is Harvinder Rajasani (please see Managing Allegations Against Staff Policy).
- 7.9 Suspension of the member of staff, excluding the Head teacher, against whom an allegation has been made, needs careful consideration, and the Head teacher will seek the advice of the local authority Designated Officer and Personnel Consultant in making this decision.
- 7.10 In the event of an allegation against the Head teacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.
- 7.11 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

7.12 Complaints' Procedure

- 7.12.1 The Schools complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child or attempting to humiliate them, bullying or belittling a child or discriminating against them in some way. Complaints are managed by the Head Teacher, other members of the Senior Leadership Team and Governors.
- 7.12.2 Complaints from staff are dealt with under the School's Complaints and Grievance Procedures.

8. Whistle-blowing

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or

actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/ local authority Designated Officer following the Whistle-blowing Policy

- 8.3 Whistle-blowing regarding the Head teacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

9. Physical Intervention

- 9.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

List of staff who have had Team Teach training: Miss Dhillon, Miss Hersi, Mrs Spurling, Mr Wilson, Mrs Khan, Ms Choudhury, Mrs Ikram and Mrs Maher.

Such events should be recorded and signed by a witness

- 9.2 Staff who are likely to need to use physical intervention will be appropriately trained in Team Teach.
- 9.3 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 9.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

10. Anti-Bullying

- 10.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of all bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. For SEND and vulnerable pupils we have an awareness that behaviour, mood and injury may relate to possible abuse, they

are at a higher risk of peer group isolation and therefore Schools extra pastoral support for these pupils is in place, when required.

10.2.1 Managing Allegations against other children

Occasionally, allegations may be made against children by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a child, some of the following features will be found.

The allegation:

- is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other children in the school
- indicates that other children may have been affected by this child
- indicates that young people outside the school may be affected by this child

Examples of safeguarding issues against a child could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older children may attempt to recruit younger children using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

10.2.2 Minimising the risk of safeguarding concerns towards children from other children.

On occasion, some children may present a safeguarding risk to other children. The school should be informed by the relevant agency that the young person raises safeguarding concerns. These children will need an individual risk management plan to ensure that other children are kept safe and they themselves are not laid open to malicious allegations.

What to do

- When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact Children's Social Care to discuss the case. It is possible that CSC are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children.
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the child being complained about and the alleged victim).
- It may be appropriate to exclude the child being complained about for a period of time according to the school's behaviour policy and procedures.
- a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

10.3 Photography and Images

In order to protect children, the School will:

- seek their consent and parental consent for photographs to be taken/published and names of children to be published alongside an image (for example, websites or in newspapers or publications);
- ensure children are appropriately dressed; and
- encourage children to tell a member of staff if they are worried about any photographs that are taken of them.
- This database will be updated at the beginning of every academic year (Autumn Term 1)

11. Prevention

11.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

11.2 The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training.
- Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

12. Health and Safety

12.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits. Where needed the guidance Keeping Children Safe in Out of School Settings (see paragraph 167) is adhered to.

12.2 Working in Partnership with Parents:

It is our policy to work in partnership with parents or carers to secure the best outcomes for all children. We will therefore communicate as clearly as possible about the aims of this school:

- We will try to use clear statements in our brochures and correspondence.
- We will involve parents and children in the development of Codes of Conduct and Equalities and Behaviour Management policies.
- We will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families.
- We will be alert to the needs of parents/carers who do not have English as their first language.

- We will keep parents informed as and when appropriate of any updates to the school's policies and procedures.

Filtering and Monitoring

We should provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material.

Clear roles, responsibilities and strategies are in place for delivering and maintaining effective filtering and monitoring systems. SLT, the ICT team and Governors work together and use their professional expertise to make informed decisions.

The Governing body have overall strategic responsibility for filtering and monitoring and assure that the standards are being met.

To do this, there is:

-a member of the senior leadership team and a governor, responsible for ensuring these standards are met

The senior leadership team are responsible for:

- procuring filtering and monitoring systems
- documenting decisions on what is blocked or allowed and why
- reviewing the effectiveness of your provision overseeing reports

They are also responsible for making sure that all staff:

- understand their role
- are appropriately trained
- follow policies, processes and procedures
- act on reports and concerns

Senior leaders work closely with governors, the designated safeguarding lead (DSL) and IT service providers in all aspects of filtering and monitoring.

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL works closely together with IT service providers to meet the needs of your setting.

The DSL takes the lead responsibility for safeguarding and online safety, which includes overseeing and acting on:

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems

The IT service provider have technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems

The IT service provider work with the senior leadership team and DSL to:

- procure systems
- identify risk
- carry out reviews
- carry out checks

Online Content Risks: Misinformation, Disinformation, and Conspiracy Theories

In line with Keeping Children Safe in Education (KCSIE) 2025, this school recognises that misinformation, disinformation (including “fake news”), and conspiracy theories present significant online risks to children and young people. These are now explicitly included within the Four Cs framework of online safety: content, contact, conduct, and commerce.

Our Approach

We will ensure that students are supported to develop the knowledge and critical thinking skills needed to identify, question, and challenge misleading or harmful information online.

Digital literacy, media awareness, and critical evaluation of online content will be embedded across the curriculum, including PSHE and computing.

Staff will receive training to recognise and respond to instances where students may be exposed to or influenced by misinformation, disinformation, or conspiracy theories.

Where concerns are identified, they will be treated as safeguarding issues and responded to in line with our safeguarding procedures.

Technical and Protective Measures

We will make use of appropriate filtering and monitoring systems to reduce the risk of exposure to harmful online content, in line with DfE expectations, including Plan technology for your school and Generative AI: product safety expectations.

Governors and trustees will be provided with regular updates on how the school is addressing online risks, including emerging threats such as misinformation and conspiracy theories.

Our safeguarding procedures will ensure that students who are adversely affected by exposure to harmful content online are offered support, and, where appropriate, referrals will be made.

Commitment to Ongoing Review

This policy will be reviewed regularly to ensure it reflects the evolving online landscape, including new forms of misinformation, disinformation, and harmful narratives, and that our students remain equipped to stay safe online.

13. Site Security

- All staff have an electronic identity badge that should be worn at ALL times. They are required to sign in/out during the course of the day. Visitors to the School, including contractors, are to sign in at reception and are given an identity badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in.
- All visitors are expected to observe the School's safeguarding and health and safety regulations to ensure children are kept safe.
- The Head teacher will exercise professional judgment in determining whether any visitor should be escorted or supervised while on site

14. Support for Child, Families and Staff Involved in a Child Protection Issue

It is recognised that a child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.

- Whilst the School may, on occasion, need to make referrals without consultation with parents, every effort will be made to maintain a positive working relationship with parents whilst fulfilling the School's duties to protect the child.
- The School and Governors recognises that staff dealing with disclosures of information may need support themselves and, in such circumstances, will provide appropriate in-house support or access to external services.
- The School will support children, their families and staff by:
 - taking all suspicions and disclosures seriously;

- nominating a link person who will keep all parties informed and be the central point of contact;
- where a member of staff is the subject of an allegation made by a child, separate link people will be nominated to avoid any conflict of interest;
- providing proper explanations (appropriate to age and understanding), as to what action is being taken on their behalf and why;
- responding sympathetically to any request from children or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of help lines, counselling or other avenues of external support;
- when appropriate, following the procedures laid down in the school's whistle blowing, complaints and disciplinary procedures;
- co-operating fully with relevant statutory agencies.

15. Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour/ incidents for SLT and GB to monitor
- Review of paternal concerns and parent questionnaires
- Review of the use of nurture room and fun club at lunchtime

Safeguarding and Child Protection Procedures 2025-2026

1. Procedures for Accessing Early Support / Assistance and Use of the Common Assessment Framework (CAF) Process

- 1.1 The School recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life.
- 1.2 Children and families may need support from a wide range of local agencies. Where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, Police), the School will use the Multi agency referral (MARF) process to complete an early help assessment (EHA) and identify what help the child and family require to prevent their needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.
- 1.3 The School is committed to working in partnership with children, parents and other agencies to:
- identify situations in which children and/or their families would benefit from early help;
 - undertake an assessment of the need for early help, using the MARF process; and
 - provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.
- 1.4 Staff are to be particularly alert to the potential need for early help for any child who:
- is disabled and has specific additional needs;
 - has special educational needs;
 - is a young carer;
 - is showing signs of engaging in anti-social or criminal behaviour;
 - is in a family whose circumstances present challenges for the child, such as substance abuse, adult mental ill health, domestic abuse;
 - is showing early signs of abuse and/or neglect; and/or
 - is particularly vulnerable in any of the ways identified above.

- 1.5 Any member of staff who recognises that a child would benefit from co-ordinated support is to liaise with the DSL, who will determine whether to make a referral through the MARF process.
- 1.6 The MARF process can only be effective if it is undertaken with the agreement of the child's parents. Therefore, the MARF should involve the child and family as well as all the professionals who are working with them.
- 1.7 If parents and/or the child do not consent to the MARF process being initiated, the School will make a judgment about whether, without help, the needs of the child will escalate and whether a referral to Children's Social Care may be necessary.

2. Procedures for When a Child is Missing from Education

- 2.1 Where a child has 10 consecutive school days of unexplained absence and all reasonable steps have been taken by the school to establish their whereabouts without success, the School should make an immediate referral to Slough's Children Absent from Education Service.
- 2.2 Reasonable steps include:
 - telephone calls to all known contacts;
 - letters home (including recorded delivery);
 - contact with other schools where siblings may be registered;
 - possible home visits where safe to do so;
 - enquiries to friends, neighbours etc. through school contacts;
 - enquiries with any other Service known to be involved with the child/family;
 - all contacts and outcomes to be recorded on the child's file.
- 2.3 Upon receipt of a referral from the School, the Slough CME Service will then continue to attempt to track the child. If this also fails to establish the child's whereabouts, the School will be informed to remove the child from roll.
- 2.4 If the Slough CME Service is able to contact the child and her/his parents, arrangements will be made with the school and family for a return to education, including a re-integration programme where necessary. If the child has registered at another school, the school will delete the child's name from the roll and transfer the child's educational records to the new school in the normal way. Any child protection records will be transferred separately

and securely for the attention of the DSL in the new school and a receipt secured.

3. Procedures for When Staff are Concerned Regarding a Child's Welfare

- 3.1 Staff are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. Staff can become aware of potential abuse either through their own observations or from direct disclosures of information.
- 3.2 Staff are to report all concerns regarding the welfare of children, however minor or insignificant they may think they are. A member of staff does not require 'absolute proof' that a child is at risk. It is the responsibility of staff to report their concerns. It is not their responsibility to investigate whether a child has been abused.
- 3.3 If a child is displaying signs which indicate that they may be suffering harm (see Appendix 1), it is acceptable for staff to ask if they are OK or if they can help in any way. If such a discussion leads to the child providing details of being harmed then staff should follow the advice in Appendix 4.
- 3.4 If a member of staff has concerns without direct disclosure of information they are to:
- report their concern to the DSL– immediately when there is evidence of physical or sexual abuse, otherwise as soon as possible and before the end of the school day;
 - complete a record of concern, using CPOMs
 - not start their own investigation;
 - share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
 - seek support for themselves by informing the DSL if they are distressed or need to debrief.

4. Procedures for When Staff Receive Disclosures of Information

- 4.1 Disclosures of information may be received from child, parents/carers or other members of the public. It is recognised that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity and care.

When receiving a disclosure from an individual, staff will:

- allow them to speak freely; not be afraid of silences, listen to and take seriously any disclosure or information that a child may say;
- remain calm and not overreact;
- avoid admonishing the individual for not disclosing earlier;
- give reassuring nods or words of comfort, - 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me';
- try not to show signs of shock, horror or surprise;
- not express feelings or judgments regarding any person alleged to have harmed the child;
- clarify the information;
- under no circumstances ask investigative questions - such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this; (however, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. when did this happen, where did this happen?);
- keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than, 'Did x hit you?'
- at an appropriate time (using professional judgment) explain sensitively that in order to help them, the member of staff must pass the information on to the DSL;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the individual will be involved as appropriate.

Staff can refer to Appendix 4 for the School's Referral Procedures when they receive a disclosure or have a safeguarding concern.

5. Completing the Record of Concern

- 5.1 It is important that all staff use one consistent system for the recording of concerns. Therefore, staff are to use CPOMs. This is then alerted to the Safeguarding Team who will address the concerns immediately.
- 5.2 Records of safeguarding / child protection observations or concerns can be completed electronically or as a paper version. Records are to be signed, dated and timed by the member of staff making the record.

- 5.3 Such records are to include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance (using skin's form), statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent will be recorded.
- 5.4 Once completed the form must be passed straightaway to the Designated Safeguarding Lead, who will complete the form to confirm what action has been taken.

6. Notifying Parents

- 6.1 The DSL will contact the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from Children's Social Care.

7. Making a Referral to Children's Social Care

- 7.1 The DSL will make a referral to Children's Social Care (or Police), if it is believed that a child is suffering or is at risk of suffering significant harm. However, the statutory guidance 'Keeping Children Safe in Education (2025)' also notes in paragraph 15, that in 'exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken', any member of staff can contact Children's Social Care.
- 7.2 The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk of the child.

8. Staff Reporting Directly to Child Protection Agencies

- 8.1 Staff should follow the reporting procedures outlined in this policy, whereby they would normally report any concerns to the DSL. However, as emphasised in 'Keeping Children Safe in Education 2025', they may also share information directly with Children's Social Care and/or the Police if:
- the situation is an emergency and the DSL, the deputy DSL, the Head teacher and/or the chair of Governors are all unavailable;

- they are convinced that a direct report is the only way to ensure the child's safety; and/or
- for any other reason they make a judgment that a direct referral is in the best interests of the child.

8.2 In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or Head teacher at the earliest opportunity that they have done so unless in their judgment doing so would increase the risk of harm to the child.

9. **Radicalisation**

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Appendix 1

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children

The following non-specific signs may indicate something is wrong:

- Significant change in behavior
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:
 - Appear frightened of the parent/s
 - Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses

- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid bath

Fractures

Fractures may cause pain, swelling and discoloration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

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

Recognising Emotional Abuse

Emotional abuse may be difficult to recognize, as the signs are usually behavioral rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of a child to grow within normal expected pattern, with accompanying weight loss
- A child thrives away from the home environment
- A child is frequently absent from school
- A child left with adults who are intoxicated or violent
- A child abandoned or left alone for excessive periods

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualized behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault

Appendix 2

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Four types of procedure:

- Type 1 Clitoridectomy - partial/total removal of clitoris
- Type 2 Excision - partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterizing and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl - social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad

- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage Signs that may indicate a child has undergone FGM:
- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

County Lines

This is an issue that involves children in secondary and primary schools. County lines refers to drug distribution from city to city using children and vulnerable individuals. It involves the children being away from home for a period of time in the promise of being offered free gifts and money. Although the boys are promised money, they are never given this as they owe for the 'losses' such as train fares to distribute the drugs, food or shelter while they are away. Often these children are involved in gangs. While the boys will be transporting the drugs across the country, the girls are used for sex amongst the gang members.

The children most at risk are:

- children from poor backgrounds and who may have a chaotic life
- pre-existing offending behavior
- Looked after children
- previously neglected or abused individuals
- children who are disengaged from school

The signs to look out for and consider are:

- Often missing and / or out of the area
- Unexplained money, clothes and phones
- Carrying weapons
- Involvement with older people
- Unexplained injuries

- Self-harm or poor mental health

Alongside County lines, coercion and exploitation occur of the family. A elder male may take over the family home of a vulnerable individual so that they are able to run the county lines from this address. Taking over the home is called cuckooing and then they will groom the individual (who may also have a family) to develop an emotional bond. Moreover, intimidation will occur as part of this through violence or threat of imprisonment to ensure that the vulnerable individual does exactly what the elder male decides.

Online Safety

Annex C of Keeping Children Safe in Education (September 2025) offers some good tips, resources to assist schools with their monitoring of online within the school's infrastructure, and how children access the internet whilst they're at school. The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Online Safety and AI Awareness

The school recognises the rapidly evolving digital landscape and the importance of equipping pupils and staff with the knowledge and tools to navigate it safely. Online safety is a critical component of our safeguarding approach, and this now includes awareness of Artificial Intelligence (AI) technologies and their use in educational and recreational settings.

AI Use in Education:

Staff must be aware of the growing presence and use of AI tools by pupils both within and outside the classroom. This includes, but is not limited to, AI-powered chatbots, content generators, and image-editing tools. While AI can support learning, it may also pose risks such as the generation or sharing of inappropriate content, exposure to misinformation, breaches of academic integrity, and privacy concerns. Staff are expected to monitor pupil use, model responsible use of AI tools, and respond to any safeguarding concerns that arise from misuse.

Strengthening Online Safety:

The school will continue to reinforce online safety education through the curriculum and regular staff training. This includes raising awareness of risks associated with image-sharing, online gaming, and the use of emerging apps and digital platforms. Staff should be vigilant in identifying harmful online behaviour, including cyberbullying, grooming, and inappropriate contact.

Digital Leaders and Online Safety Champions:

To support the online safety culture in school, we will continue to promote and develop the role of Digital Leaders or Online Safety Champions. These pupils act as peer role models, support awareness campaigns, and contribute to the school's digital safety strategy. Their involvement helps create a safer digital environment and encourages pupil voice in safeguarding matters.

All staff are expected to remain up to date with current online trends, platforms, and digital risks, and report any concerns promptly in accordance with the school's safeguarding procedures.

Sexual Violence and Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally and are never acceptable. As set out in Part one of Keeping children safe in education

(KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'. Addressing inappropriate behaviour (even if it appears to be relatively innocuous)

can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment, wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. As set out in Part one of KCSIE, schools and colleges should be aware that safeguarding incidents and/or

behaviours can be associated with factors outside the school or college, including intimate personal relationships

But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

With Forced Marriage there is the 'One Chance' rule. It is essential that settings/schools/ colleges take action without delay. Chaz Akoshile, joint head of the Forced Marriage Unit, says "The one thing we always say is to always implement the one chance rule in every case. It is important each case of forced marriage is taken seriously as you may get only one opportunity to make a difference to the potential victim's life. After which time you may then never hear from them again."

A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced.

If families have to resort to violence or coercion alluded to above to make someone marry, that person's consent has not been given freely and it is therefore considered a forced marriage.

It has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. (see page 155)

Where a person lacks the capacity to consent, an offence is also capable of being committed by any conduct carried out with the purpose of causing the victim to marry, whether or not it amounts to violence threats or any other form of coercion.

A person's capacity to consent can change. With the right support and knowledge, a person with a learning disability may move from a position of lacking capacity to consent to marriage, to having capacity. However, some children and adults with

learning disabilities are given no choice and/or do not have the capacity to give informed consent to marriage and all it entails.

Domestic Abuse

The definition of Domestic 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 abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Grooming

Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them.

Grooming has been highlighted in the managing allegations section in terms of professionals also in Keeping Children Safe in Education (2025).

Examples of grooming is giving gifts or special attention to the child, making the child feel special or indebted to an adult, making close physical contact sexual such as inappropriate wrestling/play fighting. Grooming is also linked to county lines, child sexual exploitation. The six stages of grooming are targeting a victim, gaining trust, filling a need, isolating the child, contact and maintain control.

Child Sexual Exploitation (CSE)

The definition, which can be found on KCSIE (2025), is:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;

- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

Child Criminal Exploitation

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial or other advantage of the perpetrator or facilitator and/or
- (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Modern Day Slavery

Modern slavery is defined as the recruitment, movement, harbouring or receiving of children, women or men through the use of force, coercion, abuse of vulnerability, deception or other means for the purpose of exploitation. Modern day slavery is when the child appears to be under the control of someone else and reluctant to interact with others. They have no personal identification, have very few belongings and not able to move around freely.

Victims of modern slavery can be any age, gender, nationality and ethnicity. They are tricked or threatened into work and may feel unable to leave or report the crime through fear or intimidation. They may not recognise themselves as a victim.

Types of modern slavery include:

Human trafficking – adults and children are traded so they can be exploited by others for commercial gain.

Forced labour – victims are forced to work against their will, often working very long hours for little or no pay in dire conditions under verbal or physical threats of violence to them or their families. It can happen in many sectors of the economy.

Sexual exploitation – victims are pressurised to perform non-consensual or abusive sexual acts, such as prostitution, escort work and pornography. Women and children make up the majority of victims, but men can also be affected.

Criminal exploitation – often controlled and maltreated, victims are forced into crimes such as cannabis cultivation or pickpocketing against their will. They might also have their benefits taken over by their exploiter.

Organ harvesting – the illegal removal of a person's internal organs which can then be sold.

Peer on Peer Abuse

Paragraph 18 of Keeping Children Safe in Education (2025) says, 'All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.' The many forms that peer-on-peer abuse might take can be found in paragraph 49.

Peer-on-peer sexual abuse is sexual abuse that happens between children of a similar age or stage of development. Children can experience peer-on-peer sexual abuse in a wide range of settings, including: at school, at home or in someone else's home. Peer on peer abuse can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

The guidance of Keeping Children Safe in Education (2025) strengthens this even further and underlines the idea that these are abusive behaviours which may indicate that the perpetrator may present as an on-going risk to students. This is harmful sexual behaviour that must be addressed to 'help prevent problematic, abusive and/or violent behaviour in the future'.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Knife Crime

Knife crime is prevalent in the Slough area with teenage groups of children. It is considered that knife crime is linked to county lines where the vulnerable children are preyed upon by young individuals in order for them to be part of a disturbing group.

Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Actions

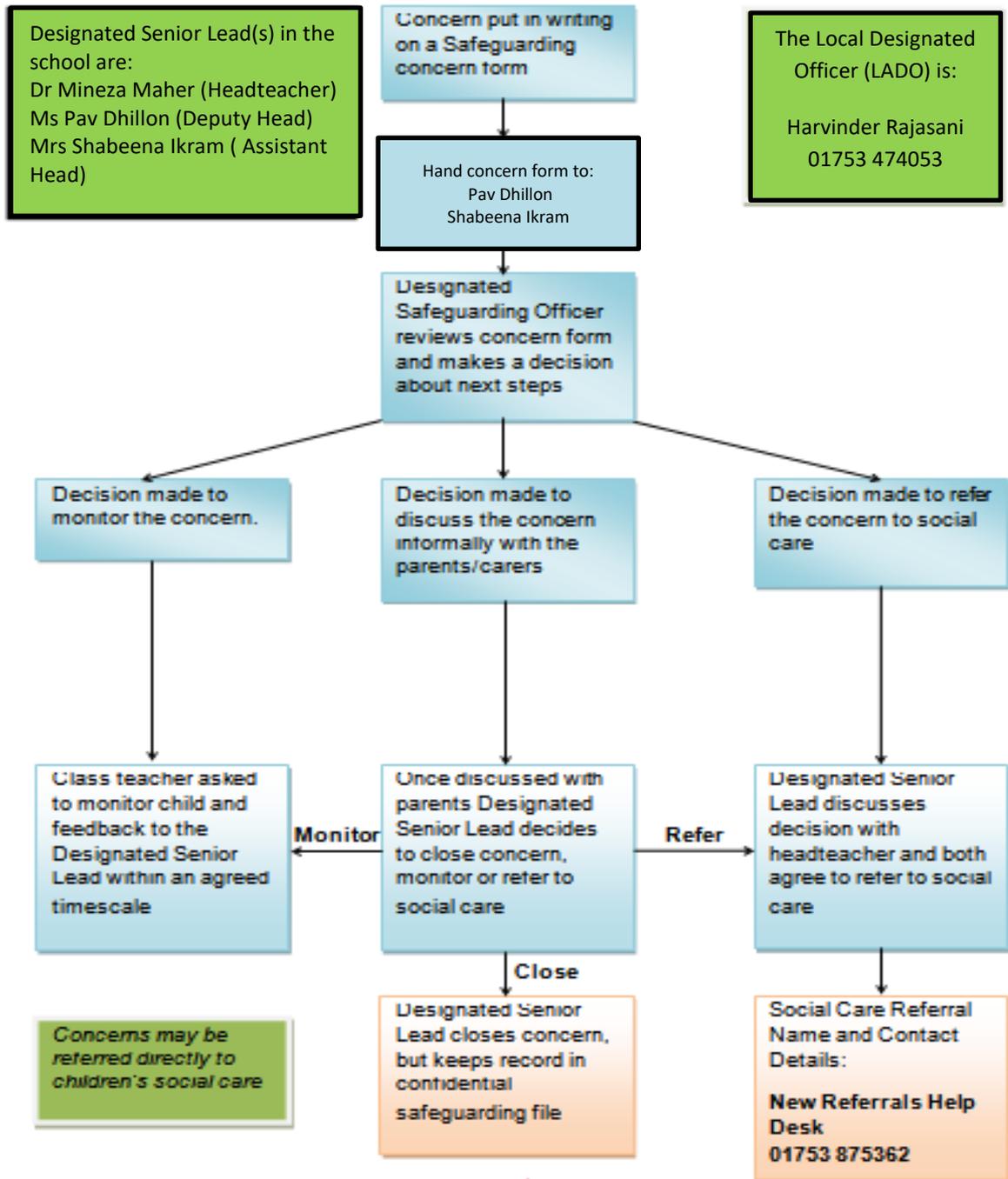
If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy).

Appendix 4

Iqra Primary School Referral process for Safeguarding Concerns



FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD AT IQRA PRIMARY SCHOOL



Iqra Primary School Safeguarding Referral Flowchart

Appendix 5

Allegations of abuse made against teachers and other staff

Initial

Dealing with allegations: need to use common sense and judgment

Some rare allegations

Serious Allegations: require immediate intervention by children's social care service and/or police. The local authority Designated Officer should be informed of all allegations

Step 1

The head teacher or chair of governors should immediately discuss the allegation with the local authority Designated Officer (John Nixon, Slough Safeguarding Children Board, designated officer)

Step 2

Investigation. Local authority Designated Officer may ask the case manager to provide or obtain relevant additional information

Step 3

There may be situations when the case manager will want to involve the police immediately

Where there is no such evidence, the case manager should discuss the allegations with the local authority Designated Officer

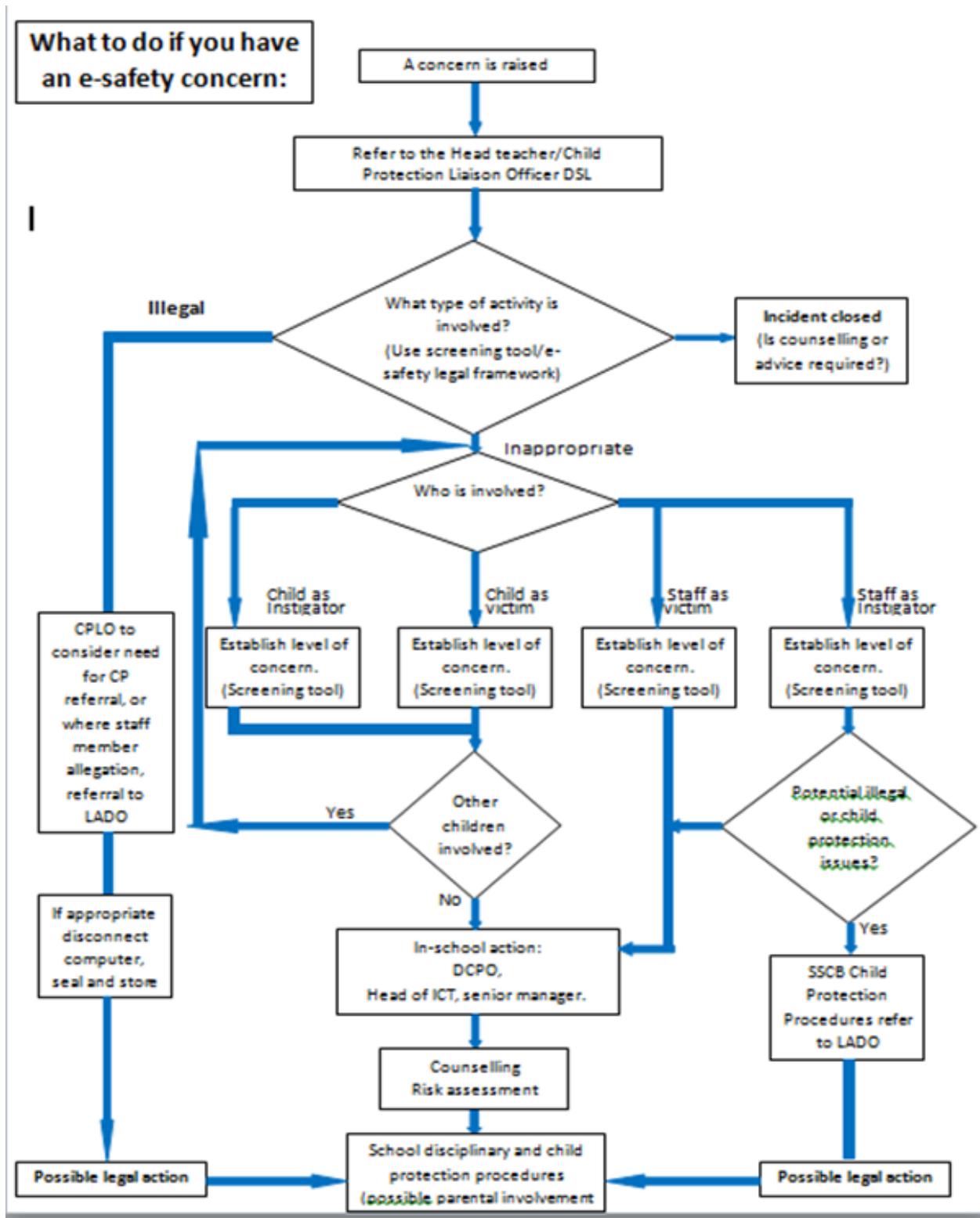
In straightforward cases, the investigation should normally be undertaken by a senior member of the schools staff under the supervision of the local authority Designated Officer and case officer

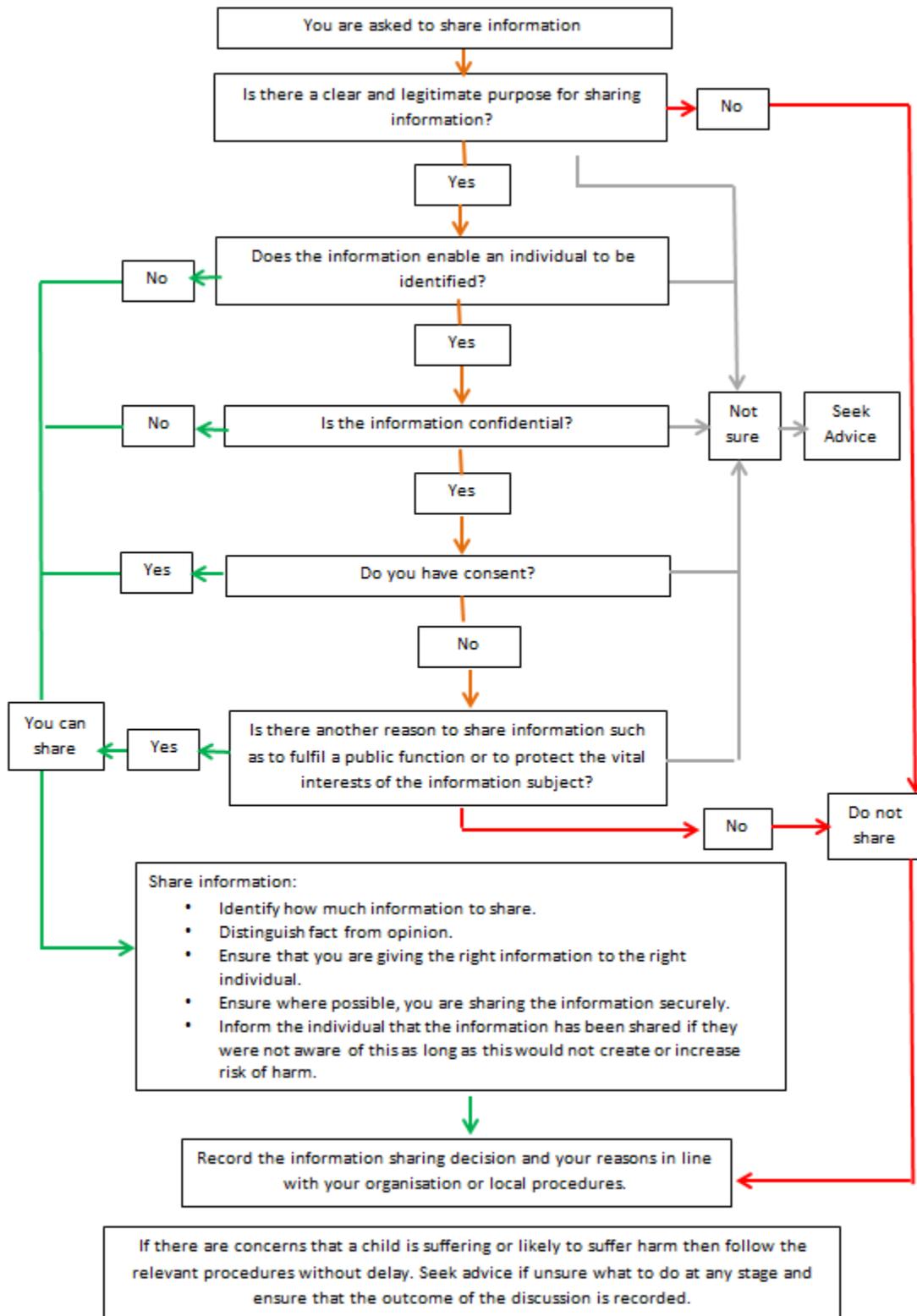
Step 4

The power to suspend is vested in the proprietor of the school, or governing bodies of the school or college who are the employers of staff at the school or college

Appendix 6

What to do in the event of an eSafety concern





Source: Information Sharing (HM Government March 2015)

Further advice on child protection is available from:

NSPCC:

<http://www.nspcc.org.uk/>

Childline:

<http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow:

<https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance:

<http://anti-bullyingalliance.org.uk/>

Beat Bullying:

<http://www.beatbullying.org>

Forced Marriage

'The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage (June 2014)'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf