

# Safeguarding and Child Protection Policy

Approved By	<b>Hujjat School Trust Board</b>
Date	<b>June 2020</b>
Owner	<b>David Poole</b>
Review By	<b>June 2021</b>



## **VISION**

Hujjat Primary School will be a happy and inclusive school inspired by Islamic values. A place where children can indulge their curiosity, develop a love for learning and build the foundation to become ethical, responsible and inspirational members of society.

## **MISSION**

To nurture children within a safe and caring learning environment to realize their full potential academically, physically, spiritually, emotionally and socially. We believe that true education is not just about acquiring skills and achieving standards, but facilitating the well-being and growth of every child's mind, body and spirit in the best possible way.

## **VALUES**

- Integrity
- Respect
- Compassion
- Excellence

## KEY LOCAL CONTACTS FOR SAFEGUARDING CHILDREN

<b>Harrow Children's Social Care &amp; Multi-agency Safeguarding Hub (MASH)</b>	<b>'Golden Number': 020 8901 2690</b> Emergency Duty Team: weekends, bank holidays and between 5pm-9am during the week: <b>020 8424 0999</b>
<b>Police</b>	<b>101 or for an emergency: 999</b>
<b>FGM - Mandatory reporting</b>	<b>Police on 101</b>
<b>Local Authority Designated Officer for Allegations against staff (LADO)</b>	Initial referrals via <b>MASH/Golden Number</b> above. (For on-going cases: <b>020 8736 6435</b> )
<b>Children and Young People with Disabilities 0-25 years</b>	<b>020 8966 6481</b>
<b>Local multi-agency procedures, guidance and Training: Harrow Safeguarding Children Board</b>	<a href="http://www.harrowlscb.co.uk">www.harrowlscb.co.uk</a>
<b>NSPCC</b>	<b>0800 800 5000</b>
<b>Childline</b>	<b>0800 1111</b>
<b>Government's Whistle-blowing Service via NSPCC Report Line</b>	<b>0800 028 0285</b>

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# PART 1 SAFEGUARDING POLICY

<h2>1.0 INTRODUCTION</h2> <p>Safeguarding and promoting the welfare of children is defined as –</p> <ul style="list-style-type: none"><li>• Protecting children from maltreatment;</li><li>• Preventing impairment of children's health or development;</li><li>• Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and</li><li>• Taking action to enable all children to have the best outcomes.</li><li>• Children include everyone under the age of 18</li></ul>	<p><i>All staff at the Hujjat School understand that safeguarding children is everyone's responsibility. We believe that:</i></p> <ul style="list-style-type: none"><li>• Our children have the right to be protected from harm, abuse and neglect</li><li>• That every child has the right to an education and children people need to be safe and to feel safe in school</li><li>• Children need support that matches their individual needs, including those who may have experienced abuse</li><li>• Our children have the right to express their views, feelings and wishes and voice their own values and beliefs</li><li>• Our children should be encouraged to respect each other's values and support each other</li><li>• Our children have the right to be supported to meet their emotional and social needs as well as their educational needs</li><li>• Our school will contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk taking behaviours</li></ul> <p><i>All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.</i></p>
<p>Schools will fulfil their local and national responsibilities as laid out in the following documents:</p> <ul style="list-style-type: none"><li>• <u>The most recent version of Working Together to Safeguard Children (DfE)</u></li><li>• <u>The most recent version of Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2020)</u></li><li>• <u>The Education Act 2002 s175</u></li><li>• <u>Sexting in Schools &amp; Colleges – responding to</u></li></ul>	<p><i>In our school the following people will take the lead in these areas:</i></p> <p>Our Data Protection officer is: To be completed once the school is open</p> <p>Our lead for Mental Health is: To be completed once the school is open</p>

<p><i>incidents and safeguarding young people (UKCCIS) 2016</i></p> <ul style="list-style-type: none"> <li>• General Data Protection Legislation (2018)  <a href="https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en">https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en</a></li> <li>• Mental Health &amp; Behaviour in Schools.  <a href="https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2">https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</a></li> </ul>	
<p><b>2.0 OVERALL AIMS</b></p> <p>This policy will contribute to the protection and safeguarding of our pupils and promote their welfare by:</p> <ul style="list-style-type: none"> <li>• Clarifying standards of behaviour for staff and pupils.</li> <li>• Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values</li> <li>• Introducing appropriate work within the curriculum</li> <li>• Encouraging pupils and parents to participate;</li> <li>• Alerting staff to the signs and indicators that all may not be well</li> <li>• Developing staff awareness of the causes of abuse</li> <li>• Developing staff awareness of the risks and vulnerabilities their pupils face</li> <li>• Addressing concerns at the earliest possible stage; and</li> <li>• Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, discrimination or victimisation.</li> </ul>	<p><i>This means that in our school we will:</i></p> <ul style="list-style-type: none"> <li>• Identify and protect our vulnerable pupils.</li> <li>• Identify individual needs as early as possible; and</li> <li>• Design plans to address those needs</li> <li>• Work in partnership with pupils, parents/carers and other agencies.</li> </ul> <p><i>Our policy extends to any establishment our school commissions to deliver education to our pupils on our behalf including alternative provision settings.</i></p> <p><i>Our Board of Trustees will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Confirmation should be sought from the school that appropriate risk assessments are completed and ongoing monitoring is undertaken.</i></p>
<p><b>3.0 GUIDING PRINCIPLES</b></p> <p>These are the 7 guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Partnership (found in Right Help Right time);</p> <ul style="list-style-type: none"> <li>• Have conversations and listen to children and their families as <b>early</b> as possible.</li> <li>• Understand the child's lived experience.</li> <li>• Work <b>collaboratively</b> to improve children's life experience.</li> <li>• Be <b>open</b>, honest and transparent with families in our approach.</li> <li>• <b>Empower</b> families by working with them.</li> <li>• Work in a way that builds on the families' <b>strengths</b>.</li> <li>• Build <b>resilience</b> in families to overcome difficulties.</li> </ul>	<p><i>This means that in our school all staff will be aware of the guidance issued by Birmingham Safeguarding Children Partnership <u>Right Help Right Time</u>, and procedures for <u>Early Help</u>.</i></p> <p><i>All staff will be enabled to listen and understand the lived experience of children and young people by facilitating solution focused conversations appropriate to the child/young person's preferred communication style.</i></p>

<p><b>4.0 EXPECTATIONS</b></p> <p>All staff and visitors will:</p> <ul style="list-style-type: none"> <li>• Be familiar with this Safeguarding &amp; Child Protection Policy</li> <li>• Understand their role in relation to safeguarding</li> <li>• Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators)</li> <li>• Record concerns and give the record to the DSL, or deputy DSL, and</li> <li>• Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform the DSL immediately, and provide a written account as soon as possible.</li> <li>• Be involved, where appropriate, in the implementation of individual School-focused interventions, Early Help assessments and Our Family Plans, Child In Need Plans and inter-agency Child Protection Plans</li> </ul>	<p><i>This means that in our school:</i></p> <p><i>All our staff will receive annual safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the Board of Trustees.</i></p> <p><i>Our Board of Trustees will be subjected to an enhanced DBS check and 'section 128' check.</i></p> <p><i>We will follow Safer Recruitment processes and checks for all staff.</i></p>
<p><b>5.0 THE DESIGNATED SAFEGUARDING LEAD (DSL)</b></p> <ul style="list-style-type: none"> <li>• The DSL will be a member of the Senior Leadership Team. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.</li> <li>• Governing bodies and proprietors should ensure that the DSL role is explicit in the role-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties.</li> </ul>	<p><i>This means the DSL team in our school will be:</i></p> <p><i>Lead: Headteacher</i></p> <p><i>Deputies: To be named once the School is opened.</i></p> <p><i>Any steps taken to support a child/ young person who has a safeguarding vulnerability must be reported to the lead DSL.</i></p> <p><i>Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when.</i></p> <p><i>Undergo training to provide them with the knowledge and skills required to carry out the role. Training should be updated every two years with regular updates (at least annually) on developments in between, e.g. via e-bulletins, Forums for DSLs, and reading time, to keep up with any developments relevant to their role;</i></p> <p><i>Refer all cases of suspected abuse to</i></p>

	<p><i>Harrow Children's Social Care via the Multi-agency Safeguarding Hub (MASH).</i></p>
<b>6.0 THE DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN</b>	<p><i>In our school the Designated Teacher is: To be conformed once the School is open.</i></p> <p><i>Our Designated Teacher will:</i></p> <ul style="list-style-type: none"> <li>• <i>Work with the Virtual School to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.</i></li> <li>• <i>Work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.</i></li> </ul>
<b>7.0 THE BOARD OF TRUSTEES</b>	<p><i>In our school this means that:</i></p> <p><i>All trustees must have read part 2 of "KCSIE-20"</i></p> <p><i>Our nominated Trustee for Safeguarding and Child Protection is the Chair of Trustees. This Trustee will receive safeguarding training relevant to the governance role and this will be updated every 2 years.</i></p> <p><i>The Board of Trustees will review all policies/procedures that relate to safeguarding and child protection annually.</i></p> <p><i>The Chair of Trustees is responsible for liaising with the Local Authority Safeguarding Board in the event of allegations of abuse being made against the Headteacher.</i></p> <p><i>Ensure that policies and procedures are in place, which are compliant with government guidance and local Safeguarding Partnership Arrangements. These should be reviewed annually and</i></p>

	<p>The role is strategic rather than operational – they will not be involved in concerns about individual pupils.</p> <p><i>staff should be encouraged to contribute to their development. These should be made available publicly via the website or other means.</i></p> <p><i>Ensure that staff understand the process and principles for sharing information, including the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) 2016.</i></p> <p><i>The Nominated Trustee will liaise with the Headteacher and the DSL to produce a report at least annually for governors and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.</i></p>
<p><b>8.0 SAFER RECRUITMENT &amp; SELECTION</b></p> <p>The school should pay full regard to ‘Safer Recruitment’ practice including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.</p> <p>It also includes undertaking interviews and appropriate checks including disclosure &amp; barring check, barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.</p> <p>All recruitment materials will include reference to the school’s commitment to safeguarding and promoting the wellbeing of pupils.</p>	<p><i>This means that in our school:</i></p> <p><i>The following school staff have undertaken Safer Recruitment training:</i></p> <p><i>David Poole, Gwenda Caroli further ones to be added once the School is open.</i></p> <p><i>One of these will be involved in all staff recruitment processes and sit on the recruitment panel.</i></p> <p><i>Currently we have Trustees who have received Safer Recruitment Training through working with other Schools.</i></p>
<p><b>8.1 Induction</b></p> <p>All staff must be aware of systems within their setting which support safeguarding and these should be explained to them as part of staff induction.</p> <p><b>8.2 Staff Support</b></p> <p>Regular supervision will be offered to the Lead DSL within school, usually half-termly and may be extended to other members of staff as deemed appropriate by the school.</p>	<p><i>Our staff induction process will cover:</i></p> <ul style="list-style-type: none"> <li>• <i>The Safeguarding &amp; Child Protection policy;</i></li> <li>• <i>The Behaviour Policy;</i></li> <li>• <i>The Staff Behaviour Policy (sometimes called a Code of Conduct);</i></li> <li>• <i>The safeguarding response to children who go missing from education; and</i></li> <li>• <i>The role of the DSL (including the identity of the DSL and any deputies).</i></li> </ul> <p><i>Copies of policies and a copy of Part one of the KSCIE-19 document is provided to staff at induction.</i></p>

	<p><i>We recognise the importance of multiple perspectives in safeguarding and child protection work. We will support staff by providing an opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.</i></p>
<b>9.0 THE USE OF REASONABLE FORCE</b>	<p>There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.</p> <p>'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available here:  <a href="https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools">https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools</a></p>
<b>10.0 THE SCHOOL ROLE IN THE PREVENTION OF ABUSE</b>	<p>This Safeguarding &amp; Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.</p> <p>Safeguarding issues will be addressed through all areas of the curriculum.</p>
<b>11.0 WHAT WE WILL DO WHEN WE ARE CONCERNED - EARLY HELP RESPONSE</b>	<p>Where unmet needs have been identified for a child utilising the Right Help Right Time (RHRT) model but there is no evidence of a significant risk, the DSL will oversee the delivery of an appropriate Early Help response.</p> <p>The child/young person's voice must remain paramount within a solution focused practice framework.</p>

<p>The primary assessment document is the 2019 Early Help Assessment (EHA)</p> <p>Should it be felt that a Social Care response is needed to meet the unmet safeguarding need; the DSL will initiate a Request for Support, seeking advice from Children's Advice and Support Service (CASS) as required.</p> <p>The DSL will then oversee the agreed intervention from school as part of the multiagency safeguarding response and ongoing school-focused support.</p>	<p><i>Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CDP</i></p> <p><i>The DSL will generally lead on liaising with other agencies to set up an Action Plan. This multi-agency plan will then be reviewed regularly and progress updated towards the goals until the unmet safeguarding needs have been addressed.</i></p> <p><i>In our school although any member of staff can refer a situation to CASS, it is expected that the majority are passed through the DSL team</i></p>
<p><b>12.1 Risk Reduction</b></p> <p>The Board of Trustees, Headteacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our school.</p> <p>See Prevent Strategy</p> <p>The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix 5</p> <p>The School will monitor online activity within the school to ensure that inappropriate sites are not accessed by pupils or staff.</p> <p>The School has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).</p> <p><b>12.2 Channel</b></p> <p>Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity, and it aims to:</p>	<p><i>We are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our school's safeguarding duty.</i></p> <p><i>The SPOC for our school is:</i>  <i>To be named after the School has opened</i></p> <p><i>All staff within our school will be alert to changes in a child behaviour or attitude which could indicate that they are in need of help or protection.</i></p> <p><i>Our school will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation</i></p>

<ul style="list-style-type: none"> <li>Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;</li> <li>Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and</li> <li>Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.</li> </ul> <p>Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on <a href="#">The Prevent Duty</a>.</p>	
<p><b>13.0 PUPILS/STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, CHILD EXPLOITATION OR TRAFFICKING</b></p> <p>With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police.</p> <p>Failure to report such cases will result in disciplinary sanctions.</p> <p>The teacher will also discuss the situation with the DSL who will consult Harrow Safeguarding Board before a decision is made as to whether the mandatory reporting duty applies.</p>	<p><i>This means that in our school we ensure:</i></p> <p><i>Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.</i></p> <p><i>All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;</i></p> <ul style="list-style-type: none"> <li>• <i>Forced Marriage</i></li> <li>• <i>FGM</i></li> <li>• <i>Trafficking</i></li> <li>• <i>Criminal Exploitation &amp; Gang Affiliation</i></li> <li>• <i>Child Sexual Exploitation</i></li> </ul> <p><i>Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age appropriate way, in their lesson plans.</i></p>
<p><b>14.0 CHILDREN MISSING FROM EDUCATION</b></p> <p>A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.</p> <p>Work around attendance and Missing from Education will be coordinated with safeguarding interventions.</p> <p>The school must notify the Local Authority of any pupil/student who fails to attend school regularly after</p>	<p><i>This means that in our school we will:</i></p> <p><i>Hold two or more emergency contact numbers for each pupil.</i></p> <p><i>All our attendance work will liaise closely with the DSL.</i></p> <p><i>We will adapt our attendance monitoring on an individual basis to ensure the safety of each child at our school</i></p>

<p>making reasonable enquiries or has been absent without the school's permission for a continuous period of 5 days or more.</p> <p>The school (regardless of designation) must also notify the Local Authority of any pupil/student who is to be deleted from the admission register because s/he:</p> <ul style="list-style-type: none"> <li>• Has been taken out of school by their parents and is being educated outside the school system (e.g. home education)</li> <li>• Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change)</li> <li>• Displaced as a result of a crisis e.g. domestic violence or homelessness</li> <li>• Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age</li> <li>• Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period</li> <li>• Has been permanently excluded</li> </ul>	<p><i>Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of pupils that would be considered 'missing'.</i></p> <p><i>We will work closely with the CME Team, School Admissions Service and the Elective Home Education Team</i></p>
<p><b>15.0 PEER ON PEER ABUSE</b></p> <p>It is important that school and college can recognise that children can abuse their peers, and that this abuse can include physical abuse, sexting, initiation/ hazing, sexual violence, upskirting, revenge porn and harassment. The school's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to peer on peer abuse i.e. that it is more likely that girls will be victims and boys perpetrators.</p> <p>Schools should recognise the impact of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:</p> <ul style="list-style-type: none"> <li>• <b>Rape:</b> A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.</li> </ul>	<p><i>This means that in our school:</i></p> <p><i>We will not tolerate instances of peer on peer abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up".</i></p> <p><i>We will follow both national and local guidance and policies to support any children subject to peer on peer abuse, including sexting (also known as youth produced sexual imagery) and gang violence.</i></p> <p><i>We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.</i></p> <p><i>We will follow the LA's procedures on this matter.</i></p> <p><i>Our DSL will follow local guidance to enable provision of effective support to</i></p>

<ul style="list-style-type: none"> <li>• <b>Assault by Penetration:</b> A person (A) commits an offence if: s/he intentionally penetrates the vagina, anus or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.</li> <li>• <b>Sexual Assault:</b> A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents.</li> </ul>	<p><i>any child affected by this type of abuse.</i></p>
<p><b>16.0 Criminal Exploitation &amp; Gang Affiliation</b></p> <p>Criminal exploitation interlinks with a number of multiple vulnerabilities and offences including a child being exposed to and/or the victim of physical and emotional violence, neglect, poor attendance, sexual abuse and exploitation, modern slavery, human trafficking and missing episodes.</p> <p>It is important that children who are criminally exploited are seen as victims and not treated as criminals and treated through safeguarding and child protection procedure.</p> <p>Work to address criminal exploitation is covered by relevant legislation including:</p> <ul style="list-style-type: none"> <li>• Crime &amp; Disorder Act – 1998</li> <li>• Children Act – 2004</li> <li>• Serious Crime Act – 2015</li> <li>• Modern Slavery Act – 2015</li> <li>• Criminal Finances Act – 2017</li> <li>• Children &amp; Social Work Act - 2017</li> </ul> <p>And the new Working Together (2018) requires agencies support vulnerable people within the context of the wider safeguarding agenda.</p>	<p><i>This means that in our school we will follow the Criminal Exploitation &amp; Gang Affiliation Practice Guidance issued in 2019 (see link below) and use the risk assessment screening tool to support our referrals to CASS for any children in our school we are concerned about.</i></p> <p><i>We will be aware of and work with the Police and local organisations to disrupt as much as possible gang activity within our school.</i></p>

## PART 2 THE KEY PROCEDURES

### Responding to concerns about a child

At the Hujjat Primary School  
Our DSL(s) are .....  
Our Safeguarding Trustee .....

**CONCERN ABOUT A CHILD:**  
Record on electronic recording system  
Record in writing on  
Notice of Concern Form and hand to DSL.  
Speak to Designated Safeguarding Lead (DSL) if urgent.

**DSL(s) review concerns and decide next steps referring to Right Help Right Time (RHRT)**

- Consider discussing concerns with parent / carers and seek consent where appropriate.
- Consider completing Early Help Assessment (EHA).

**At any point consider seeking advice:**  
Children's Advice Support Service (CASS)  
In case of emergency phone police on 999

**Universal / Universal+**  
Continue with early help process using the EHA as appropriate

**Universal+/Additional**  
Continue with early help process using the EHA as appropriate. Consider request for support from Think Family (TF) service.

**Complex & Significant**  
Request for Support submitted to CASS for a multi agency strategy discussion

## **16.0 INVOLVING PARENTS/CARERS**

- 16.1** In general, we will discuss any Safeguarding or Child Protection concerns with parents/carers before approaching other schools or agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL.
- 16.2** However there may be occasions when the school will contact another school or agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- 16.3** Parents/carers will be informed about our Safeguarding & Child Protection Policy through: *school prospectus, website and notices throughout the school.*

## **17.0 MULTI-AGENCY WORK**

- 17.1** We work in partnership with other agencies to promote the best interests of our children and keep them as a top priority in all decisions and actions that affect them. Our school will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and an Action Plan and make requests for support from the Local Authority Safeguarding Team. Where the child already has a safeguarding Social Worker or Family Support Worker, concerns around escalation of risks must be reported immediately to the Social/ family support worker, or in their absence, to their team manager.
- 17.2** When invited the DSL will participate in a MASH strategy meeting adding school-held data and intelligence to the discussion so that the best interests of the child are met.
- 17.3** We will co-operate with any Child Protection enquiries conducted by the Local Authority: the school will ensure representation at appropriate inter-agency meetings such as Children in Need, Initial and Review Child Protection Conferences, and Core Group meetings.
- 17.4** We will provide reports as required for these meetings (17.3). If the school is unable to attend, a written report will be sent and shared with the Named Personnel at least 24 hours prior to the meeting.
- 17.5** Where a pupil/student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

## **18.0 OUR ROLE IN SUPPORTING CHILDREN**

- 18.1** Our school staff will offer appropriate support to individual pupils/students who have experienced abuse, who have abused others (peer on peer abuse) or who act as Young Carers in their home situation.

- 18.2** An Action Plan will be devised, implemented and reviewed regularly for these children. This Plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.
- 18.3** Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. Within our school we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 18.4** We will ensure the school works in partnership with parents/ carers and other agencies as appropriate.

## **19.0 RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF**

- 19.1** This procedure must be used in any case in which it is alleged that a member of staff, Governor, visiting professional or volunteer has:
- Behaved in a way that has harmed a child or may have harmed a child;
  - Possibly committed a criminal offence against or related to a child; or
  - Behaved in a way that indicates s/he is unsuitable to work with children.
- 19.2** Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse pupils.
- 19.3** All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.
- 19.3.1** Allegations or concerns about staff, colleagues and visitors must be reported directly to the Headteacher who will liaise with Harrow's Designated Officer (LADO) Team who will decide on any action required.
- 19.3.2** If the concern relates to the Headteacher, it must be reported immediately to the Chair of the Board of Trustees, who will liaise with the Designated Officer (LADO) at Harrow and they will decide on any action required.
- 19.3.3** If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Harrow Designated Officer (LADO) Team who will decide on any action required.

## **20.0 CHILDREN WITH ADDITIONAL NEEDS**

- 20.1** Our School recognises that all pupils have a right to be safe. Some pupils may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

20.2 When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection Plan, or where there is an existing Child Protection file, we will conduct an holistic multi-agency risk-assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the Governing Body.

## **21.0 CHILDREN IN SPECIFIC CIRCUMSTANCES**

### **21.1 Private Fostering**

**21.1.1** Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

**21.1.2** The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

**21.1.3** People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children/young people who need alternative care because of parental illness;
- Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children/young people;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children/young people staying with families while attending a school away from their home area.

**21.1.4** There is a mandatory duty on the school to inform Harrow Safeguarding Board about Private Fostering of a child at their school and it is the duty of the LA to investigate that the arrangements are satisfactory.

# APPENDICES

## APPENDIX 1

### DEFINITIONS AND INDICATORS OF ABUSE

#### 1. NEGLECT

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

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

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from school
- The child is left at home alone or with inappropriate carers

#### 2. PHYSICAL ABUSE

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt

- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- **Violence or aggression towards others including bullying**
- **Isolation from peers**

### **3. SEXUAL ABUSE**

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- **Sexually explicit play or behaviour or age-inappropriate knowledge**
- **Anal or vaginal discharge, soreness or scratching**
- **Reluctance to go home**
- **Inability to concentrate, tiredness**
- **Refusal to communicate**
- **Thrush, persistent complaints of stomach disorders or pains**
- **Eating disorders, for example anorexia nervosa and bulimia**
- **Attention seeking behaviour, self-mutilation, substance abuse**
- **Aggressive behaviour including sexual harassment or molestation**
- **Unusual compliance**
- **Regressive behaviour, enuresis, soiling**
- **Frequent or openly masturbating, touching others inappropriately**
- **Depression, withdrawal, isolation from peer group**
- **Reluctance to undress for PE or swimming**
- **Bruises or scratches in the genital area**

#### **4. SEXUAL EXPLOITATION**

**Child Sexual Exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.**

The presence of any significant indicator for sexual exploitation should trigger a referral.  
The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

#### **5. EMOTIONAL ABUSE**

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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away

- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

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

## **6. RESPONSES FROM PARENTS/CARERS**

**Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:**

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

## **7. DISABLED CHILDREN**

**When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:**

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

## APPENDIX 2

### DEALING WITH A DISCLOSURE OF ABUSE

#### When a pupil tells me about abuse, they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury but record in writing as much detail as possible.

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

#### Immediately after a Disclosure

**You should not deal with this yourself.** Clear indications or disclosure of abuse must be reported to Harrow Safeguarding Board without delay, by the Headteacher, DSL or in exceptional circumstances by the staff member who has raised the concern.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Headteacher.

## APPENDIX 3

### ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

#### 1. Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**  
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
- **Emotional**  
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual**  
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
- **Neglect**  
For example, failing to act to protect children/young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.
- **Spiritual Abuse**  
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

2. If a child makes an allegation about a member of staff, Trustee, visitor or volunteer the Headteacher must be informed immediately. The Principal must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation him/herself or interview pupils.

3. The Headteacher should exercise and be accountable for their professional judgement on the action to be taken as follows:

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Headteacher will notify Harrow's Designated Officer (LADO) Team. The LADO Team will liaise with the Chair of the Board of Trustees and advise about the action to be taken and may initiate internal referrals within the LA to address the needs of children likely to have been affected.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil these should be addressed through the school's own internal procedures.
- If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file. The allegation should be removed from personnel records.

4. Where an allegation has been made against the Headteacher, then the Chair of the Board of Trustees takes on the role of liaising with the LADO Team in determining the appropriate way forward.

## APPENDIX 4

### INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - **Identity Crisis**– the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
  - **Personal Crisis**– the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
  - **Personal Circumstances**– migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
  - **Unmet Aspirations**– the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
  - **Experiences of Criminality**– which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
  - **Special Educational Need**– students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. This list is not exhaustive, nor does it mean that all children/young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters
- Family members convicted of a terrorism act or subject to a Channel intervention
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

## APPENDIX 5

### **PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Raising awareness about the role and responsibilities of Hujjat Primary School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and Assembly Policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students/pupils into the Channel process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

## **APPENDIX 6**

### **10 Top Tips for Practitioners working in Child Protection.**

1. Safeguarding children is the top priority for every agency. We need to respond quickly and expect meetings at short notice. Initial Child Protection Conferences and Strategy Meetings are arranged to take place within strict government timescales.
2. Never allow concerns about Confidentiality or Data Protection issues to prevent you from helping a child.
3. Early intervention prevents problems and IS safeguarding. The Common assessment Framework (via E-CAF) helps practitioners to work together to help the child early. get trained and keep yourself informed.
4. When you have made a referral, expect to hear from the social workers soon. Their first priority is to safeguard the child. When you hear yourself say “I made a referral and nothing’s happened” you may be putting a child at risk. Follow up promptly with the social worker to check on progress made and see if you can help.
5. Make sure you are thoroughly familiar with the Eligibility Criteria for referring children to Social Care. Available at [www.harrowlscb.co.uk](http://www.harrowlscb.co.uk)
6. Make sure you are thoroughly familiar with the London Child Protection Procedures, available at [www.harrowlscb.co.uk](http://www.harrowlscb.co.uk). Make sure that you have had child protection training. Visit [www.harrowlscb.co.uk](http://www.harrowlscb.co.uk) for Multi Agency Safeguarding Training information.
7. All assessments should wherever possible include information on all adults and all children in the family.
8. Child protection work can be challenging and it is normal to be affected by it. Talk to your manager, peers and supervisors to deal with emotions and stress you may experience.
9. If you need clarification about the process pick up the phone or ask your manager.
10. Safeguarding is everyone’s business – focus on the day in the life of a child and imagine what a day in the life of the child is like. Be challenging and supportive of the Multi Agency group to manage work effectively.
11. Ensure that you are aware of policies relating to online safety

**Appendix 7**  
**Template for Record of Concern**

<b>Child's Name:</b>		 <small>HUJIAT SCHOOL</small>	
<b>Child's DOB:</b>			
<b>Male/Female:</b>	<b>Ethnic Origin:</b>	<b>Disability Y/N:</b>	<b>Religion:</b>
<b>Date and time of concern:</b>			
<b>Your account of the concern:</b> (what was said, observed, reported and by whom, include a body map where appropriate)			
<b>Additional Information:</b> (your opinion, context of concern/disclosure)			
<b>Your response:</b> (what did you do/say following the concern)			
<b>Your name:</b>		<b>Your signature:</b>	
<b>Your position in school:</b>		<b>Date and time of this recording:</b>	
<b>Action and response of DSL/Headteacher:</b>			
<b>Feedback given to member of staff reporting concern:</b>		<b>Information shared with any other staff? If so, what information was shared and what was the rationale for this?</b>	
<b>Name:</b> .....		<b>Date:</b> .....	

