



Safeguarding and Child Protection Policy

Iqra Academy

Updated - 4/9/2024

Based on amendments made to KCSIE 2024

Introduction

The Islamic Context

Iqra Academy aims to implement the ethos and ethics for human behaviour and interaction; which has been given to us by Islam and the Prophet Muhammad (peace be upon him).

In the Qur'aan (the holy book in Islam) Allah SWT has stated:

“The (faithful) servants of the Beneficent are those who walk upon the earth modestly.”
(Al Furqaan 25:63).

The following are some of the Hadeeth (narrations) of the Prophet (PBUH):

” (On the Day of Resurrection) there will be nothing heavier in the scale than good character (and polite manners).”

“I have been sent (by the Lord, as a Messenger) for the perfection of human conduct.”

“The true believer is one from whom people are safe with their lives and wealth.”

“He is not from amongst us who doesn't show respect to his elders and does not show affection towards his youngsters.”

“Show mercy (be kind) to those on earth and He who is in the heavens will have mercy upon you”.

Iqra academy fully recognises the responsibility it has under section 157/175 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2021). All staff must be made aware of their duties and responsibilities under part one of this document, which are set out below.

Staff should read the above document together with 'Annex A' of 'Keeping Children Safe in Education' (September 2021) and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015).

Through their day-to-day contact with pupils and direct work with families all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused or neglected;

- Follow the referral process if they have a concern.

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Safeguarding Children Partnership Board procedures.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A);

SUPPORTING CHILDREN particularly those who may have been abused or witnessed violence towards others;

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is available to parents on request and is on the school website.

1.0 PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

Establish and maintain an environment where children feel safe, including in a digital context, and are encouraged to talk and are listened to.

1.0 Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.

1.1 For Secondary Schools:

Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse in all contexts, including:

- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
- The characteristics of positive and healthy friendships
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromising material placed online
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, control, harassment, rape, domestic abuse, forced marriage, honour-based abuse and FGM and how they can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).

2.0 PROCEDURES

We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures'. A copy of these procedures can be found on their website:

<http://www.safeguardingcambspeterborough.org.uk/children-board/>

2.2.1 The Designated Safeguarding Lead for Child Protection is:

Sahdia Zafar – szafar2@iqra-academy.co.uk

2.2.2 The following members of staff have also received the Designated Safeguarding Lead training: Shapla Koli – hali@iqra-academy.org.uk, Fakhra Naheed - fnaheed@iqra-academy.co.uk

2.2.3 The nominated governor for Safeguarding and Child Protection is: Yousaf Ismail

2.3 The Governing body will:

2.3.1 Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Lead, DDSL), the lead responsibility for child protection remains with the DSL and cannot be delegated.

2.3.2 Ensure that the role of DSL and DDSL is explicit in the role holder's job description.

2.3.3 Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, Annex B'). Ensure that the DSL and deputies have undertaken the two day training provided by the Education Safeguarding Team and that this training is updated **at least every two years**.

2.3.4 Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via bulletins, meetings or further reading **at least annually**.

2.3.5 Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns from the **point of induction**.

Staff members are required to log a concern via the electronic system MyConcern and submit it to the DSL/DDSL immediately.

2.3.6 Ensure that the DSL or *DDSL* are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and *DDSL* are not available.

Contingency plan in exceptional circumstances if both the DSL and *DDSL* not available: Staff to contact Iqra academy deputy Assistant head teacher and if not available to contact the school's head teacher. *Wording from Keeping Children Safe in Education 2021, paragraph 45, page 12, states: "Staff should consider speaking to a member of the senior leadership team and/or take advice from social care").*

2.3.7 Liaise with the three safeguarding partners (Local Authority, clinical commissioning group and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.

2.3.8 Ensure every member of staff and every governor knows:

- the name of the designated safeguarding leads/deputies and their role;
- how to identify the signs of abuse and neglect;
- how to pass on and record concerns about a pupil;
- that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring safeguarding concerns to the DSL/DDSL;
- that they have a responsibility to provide a safe environment in which children can learn;
- where to find the Inter – Agency Procedures on the Safeguarding Children Partnership Board website;
- their role in the early help process;
- the process for making referrals to children's social care.
- the safeguarding response to children who go missing in education.

2.3.9 Ensure all staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required **but at least annually.**

2.3.10 Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

- 2.3.11 Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school *website*.
- 2.3.12 Ensure that this policy is available publicly either via the school website (<https://www.iqraacademy.org.uk/index.php/iqra-policies/>) or by other means.
- 2.3.13 Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.
- 2.3.14 Where pupils are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the school.
- 2.3.15 Nominate a governor for safeguarding and child protection who has undertaken appropriate training.

The school will:

- 2.4.1 Work to develop effective links with relevant services to promote the safety and welfare of all pupils.
- 2.4.2 Co-operate as required, in line with 'Working Together to Safeguard Children,' (2023), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- 2.4.3 Notify the relevant Social Care Team immediately if:
- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan;
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan.
- 2.4.4 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Team will also be informed.

2.5 What to do if staff have a concern about a pupil's welfare

2.5.1 If staff have any concern about a pupil's welfare, they should follow the procedures in this policy and report their concern to the DSL (or the DDSL in the DSL's absence) immediately.

Staff members are required to log a concern via the electronic system MyConcern and submit it to the DSL/DDSL immediately.

2.5.2 A concern about a child is not defined and should be interpreted broadly. It may relate to a recognition that a child would benefit from extra support, to an emerging problem or to a potentially unmet need, or may reflect a concern that a child may be deemed to be "in need" or at "immediate risk of harm" as defined by the Children Act 1989.

2.5.3 Teachers must report known cases of female genital mutilation (FGM) to the police. See Appendix 1 Section 13 for further information about FGM and this reporting duty. All other staff should refer FGM concerns to the DSL.

2.5.4 If the concern involves an allegation or concern raised about a member of staff, supply staff, contractors or volunteers this must be reported in accordance with the procedures set out in Appendix 4 and parts 1 and 4 of KCSIE.

2.6 What if the DSL is unavailable?

2.6.1 The DSL or the DDSL should always be available to discuss safeguarding concerns and may be contacted on their mobile phones in relation to any safeguarding concerns out of School hours. Mobile phone numbers are available to staff.

2.6.2 If in exceptional circumstances the DSL and DDSL are unavailable, staff must not delay taking action. Staff should speak to their line manager or a member of the SLT and / or advice should be taken from children's social care. Their contact details are set out at the end of this policy.

2.6.3 Where a child is suffering, or is likely to suffer from harm, a referral to children's social care and / or police should be made immediately. Staff should be aware of the process for making referrals direct to children's social care and / or the police in these circumstances.

2.6.4 Any action taken by a member of staff pursuant to this requirement should then be shared with the DSL or DDSL, or a member of the SLT, as soon as is practically possible.

2.7 Action by the DSL

- 2.7.1 On receipt of a report of a concern, the DSL will consider the appropriate course of action in accordance with the appropriate Local Safeguarding Partners procedures and referral threshold document. Such action may include: managing any support for the pupil internally via the School's own pastoral support processes, seeking advice from children's social care where required; undertaking an early help assessment (which generally requires parental consent) or making a referral for statutory services.
- 2.7.2 The views of the child will be taken into account when considering the appropriate course of action, but will not be determinative.
- 2.7.3 If it is decided that a referral is not required, the DSL will keep the matter under review and give ongoing consideration to a referral if the pupil's situation does not appear to be improving.

2.8 Managing support for pupils internally

2.8.1 The School has a framework for the identification, assessment, management and review of risk to pupil welfare, so that appropriate action can be taken to reduce the risks identified.

2.8.2 The School will ensure that appropriate advice and consultation is sought about the management of safeguarding issues, including advice from CSC where necessary.

3. Early help assessment

- 3.1 Early help, also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage of a child or young person's life to parents, children or whole families, and is generally supported by CSC in consultation with the family.
- 3.2 The School understands that providing early help is more effective in promoting the welfare of children than reacting later.
- 3.3 The School's safeguarding training includes guidance about early help processes and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges. Staff should be particularly alert to the potential need for early help for a child who:
- is disabled or has certain health conditions and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - has a mental health need;
 - is a young carer;

- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing / goes missing from care or from home;
- is at risk of modern slavery, trafficking sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- is misusing alcohol or other drugs themselves;
- is looked after or has returned home to their family from care;
- is at risk of 'honour' based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education including persistent absences for part of the school day.

3.4 A member of staff who considers that a pupil may benefit from early help should keep a written record of their concerns and in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the child's Safeguarding Children Partners menu of early help services and their referral threshold document and will support staff in liaising with parents and other agencies and setting up an inter-agency assessment as appropriate.

3.4 If early help is appropriate, staff may be required to support other agencies and professionals in an early help assessment and will be supported by the DSL in carrying out this role. In some cases School staff may be required to take a lead role.

3.5 The matter will be kept under review and consideration given to a referral to children's social care for assessment for statutory services if the pupil's situation appears to be getting worse, or does not appear to be improving.

4. Making a referral

Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) should be made immediately.

"Harm" is the "ill treatment or impairment of the health or development of a child." [1] Seeing or hearing the ill-treatment of another person is also a form of harm. It can be determined "significant" by "comparing a child's health and development with what might be reasonably expected of a similar child."

4.1 The contact details for the School's CSC team are set out at the front of this policy. Staff should bear in mind that referrals may be required to the School's CSC team and / or the pupil's CSC team.

4.2 Anyone can make contact with CSC to discuss concerns before a referral is made. This includes professional as well as a child themselves, family members and members of the public. The child's local safeguarding partners will have a threshold of need framework and guidance which will provide more information which can support decision making in relation to contacting CSC.

4.3 Statutory assessments

4.3.1 Children's social care may undertake a statutory assessment under the Children Act 1989 into the needs of the child. It is likely that the person making the referral will be asked to contribute to this process. Statutory assessments include:

Children in need: A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm: Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

4.4 Anybody can make a referral. Staff required to make a direct referral may find helpful the flowchart set out on page 22 of KCSIE and the flowcharts set out in Chapter 1 of WTSC for information about the likely actions and decisions required.

4.5 Parental consent is not required for referrals to statutory agencies but staff will need to have access to certain information about the child and the safeguarding concern in order to make the referral. In general terms, this information will comprise:

4.5.1 personal details of the child including the child's developmental needs;

4.5.2 detailed information about the concern;

4.5.3 information about the child's family and siblings including the capacity of the child's parents or carers to meet the child's developmental needs and any external factors that may be undermining their capacity to parent.

4.6 If the referral is made by telephone, this should be followed up in writing.

4.7 If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

4.8 Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

4.9 Following a referral, if the child's situation does not appear to be improving, the local escalation procedures should be followed to ensure that the concerns have been addressed and that the child's situation improves, in accordance with the procedures set out in Appendix 6.

5. Reporting obligations of staff

5.1 Reporting obligations generally

- 5.1.1 Staff members should maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the **best** interests of the pupil.
- 5.1.2 Staff should be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful e.g. a child may feel embarrassed, humiliated, or being threatened due to their vulnerability, disability and/or sexual orientation or language barrier. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse, neglect or exploitation so that staff are able to identify cases of children who may be in need of help or protection.
- 5.1.3 All staff have a duty to:
1. report any concerns they may have about the safety and / or well-being of pupils;
 2. report any concerns they may have about the safety and / or well-being of other persons associated with the School;
 3. report any safeguarding concerns about staff or anyone else associated with the School; and
 4. follow up on any such reports to ensure that appropriate action is or has been taken.
- 5.1.4 The procedures for doing so are set out below. If staff are unsure about the appropriate process to use, they should not hesitate to exercise professional curiosity and speak to the DSL, any member of the SLT senior leadership team or directly to children's social care (whether the School's local authority or that local to the child's home address) or police in their absence for guidance.

6. Record Keeping

The school will:

- 6.1 Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.
- 6.2 Records should include:
- a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.

6.3 Staff must record all concerns about a pupil on the School's pro forma record which is available on the MyConcern electronic platform.

6.4 Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools, within five days, in accordance with 'Keeping Children Safe in Education, 2024, and the Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records.

The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.

6.5 Make parents aware that such records exist except where to do so would place the child at risk of harm.

6.6 Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

7. Confidentiality and information sharing

7.1 Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.

The school will:

7.2 Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.

7.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

7.4 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Headteacher.

7.5 Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputies will:

7.6 Disclose information about a pupil to other members of staff on a 'need to know' basis. Parental consent may be required.

7.7 Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

7.8 Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' 2024)

In cases where the 'serious harm test' is met, schools must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

7.9 Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, May 2024).

8. Communication with Parents/Carers

The school will:

8.1 Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website.

8.2 Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action.

8.3 Discuss with Children's Social Care if the school/college believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime. [Further guidance on this can be found in the Effective Support for Children and Families in Cambridgeshire and Peterborough].

8.4 Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

9. Child-on-child abuse

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual

activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals. 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.

All forms of child-on-child abuse are unacceptable and will be taken seriously.

The school will therefore:

- Create a whole-school protective ethos in which child-on-child abuse, including sexual violence and sexual harassment, will not be tolerated.
- Provide training for staff about recognising and responding to child-on-child abuse, including raising awareness of the gendered nature of such abuse, with girls more likely to be victims and boys perpetrators.
- Ensure that staff do not dismiss instances of child-on-child abuse, including sexual violence and sexual harassment, as an inevitable part of growing up.
- Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- Provide high-quality Relationship and Sex Education (RSE) and/or enrichment programmes, including teaching about consent.
- Ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse.
- Be aware that some groups are more at risk. Evidence shows that girls, children with special educational needs and disabilities (SEND), and LGBT children are at greater risk.
- Recognise the risk of intra familial harms and provide support to siblings following incidents when necessary.
- The Designated Safeguarding Lead will refer to the Safeguarding Children Partnership Board's Child Sexual Abuse Assessment Tool if there is a concern that a young person may be displaying sexually harmful behaviours.

9.2. Dealing with Sexual Violence and Sexual Harassment between children

9.2 Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online.

It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment 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. 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.

The school will:

- 2.8.2 Be clear that sexual violence and sexual harassment will not be tolerated.
- 2.8.3 Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- 2.8.4 Make decisions on a case-by-case basis.
- 2.8.5 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 2.8.6 Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.
- 2.8.7 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 2.8.8 Liaise closely with external agencies, including police and social care, when required.
- 2.8.9 Refer to 'Keeping Children Safe in Education - Part Five', 2024, 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, September, 2021) for full details of procedures to be followed in such cases. Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, 2024)

3.0 SUPPORTING CHILDREN

The school recognises that **any** child may be subject to abuse and 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 and as such will support all children by:

- 3.1 Providing curricular opportunities to encourage self-esteem and self-motivation.
- 3.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- 3.3 Applying the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- 3.4 Liaise with the senior mental health lead where safeguarding concerns are linked to mental health in school/college for advice on case management.
- 3.5 Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.
- 3.6 Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- 3.7 The school recognises that whilst any child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see pages 8 – 9 of Keeping Children Safe in Education, 2021 for the complete list. The list includes:

3.6.1 Children with Disabilities, Additional Needs or Special Educational Needs

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will

reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as: how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how to recognise and manage risk including in a digital context. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the school will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

Young Carers

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

3.6.3 Children at Risk of Criminal Exploitation

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. School will address indicators of child criminal exploitation with

staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions – (see 3.6.4).

Children Frequently Missing Education

School recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavors to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.

When a child is missing from education, the school follows the procedure as set out in Cambridgeshire's Children Missing Education guidance. The school will inform the Education Welfare Officer and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

3.6.5 Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;

To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;

Where the misuse is suspected of being linked to parent/carer substance misuse.

Where the misuse indicates an urgent health or safeguarding concern

Where the child is perceived to be at risk of harm through any substance associated criminality

3.6.6 Children at Risk of Child Sexual Exploitation

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.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions (see 3.6.4).

3.6.7 Children Living with Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures. This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers

- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

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. Experiencing 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.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

At Iqra academy we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council/Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

Children at risk of 'Honour- Based' abuse including Female Genital Mutilation

So called 'honour-based', abuse (HBA) encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social

care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

Children who have returned home to their family from care

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter - Agency Procedures.'

School recognise that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

Children at Risk of Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

The governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral.

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (July 2015).

3.6.13 Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

Children who have Family Members in Prison

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The school will work with the family and the child to minimise the risk of the child not achieving their full potential.

4.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

4.1 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of 'Keeping Children Safe in Education' (2021). This section should be read in conjunction with the school's Safer Recruitment Policy.

4.2 The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

The following members of staff have undertaken Safer Recruitment training

.....

(Mr. Michael Wright, Nasiba Zaib).

4.3 Allegations that may meet the harms threshold (Part Four, Section One)

4.3.1 Any allegation of abuse made against a member of staff (including supply staff and volunteers) that meets the harms threshold as set out in Keeping Children Safe in Education, 2021, Part Four, Section One, will be reported straight away to the Head Teacher or Principal.

4.3.2 In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2021.

4.3.3 The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff, volunteer or agency/supply staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', 2021 and the school's HR Policies, and seek advice from their HR provider.

4.3.4 The Headteacher or Chair of Governors will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

4.3.5 Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

4.3.6 Where the school or college identify a child has been harmed they should contact children's social care and as appropriate the police immediately.

4.3.7 School/college will consider:

- Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

4.3.8 The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

4.3.9 Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

4.4 Concerns that do not meet the harms threshold (Part Four, Section Two)

4.4.1 Low level concerns that do not meet the harms threshold should be reported to the Headteacher/Principal. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

4.4.2 In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2021.

4.4.3 The school/college will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

4.4.4 All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

4.4.5 Schools and colleges can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)

(Schools/colleges: Please state here how your records are kept e.g. hardcopy or online.)

4.5 The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the school/college to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school/college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

4.5.1 School/College should ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (Ferb 22). As part of the Induction process, all staff, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

4.5.2 All staff have signed to confirm that they have read 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (Feb 22).

5.2 Use of Mobile Phones Policy

5.2.2 Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

6.0 GOVERNING BODY SAFEGUARDING RESPONSIBILITIES

6.1 Governing bodies should ensure they facilitate a whole school/college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

6.2 The governing body fully recognises its responsibilities with regards to safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding who will take leadership responsibility for the school's safeguarding arrangements and practice and champion safeguarding issues.
- Ensure an annual safeguarding report is made to the full governing body and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay.

- Ensure that this Safeguarding and Child Protection policy is annually reviewed, ratified, updated and understood and followed by all staff.
- It will be published on the school website.
- Ensure that children’s exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure children’s wishes and feelings are taken into account where there are safeguarding concerns.

6.3 Use of school/college premises for non-school/college activities

6.3.1 If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school’s arrangements for safeguarding as written in this policy shall apply.

6.3.2 Where services or activities are provided separately by another organisation or individual, either on or off school site, the governing body will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the school on these matters where appropriate.

This policy was ratified on *4 September 2024* and will be reviewed on *September 2025*.

Signed by the Headteacher

Chair of Governors

Designated Safeguarding Lead *Sahdia Zafar*

This policy links to our:

Anti-bullying policy

Attendance policy

Behaviour policy

Complaints procedure
Critical Incident plan
Equality policy
First Aid policy
Health and Safety policy
Intimate Care policy
Lone Working policy
Online Safety and Acceptable Use policy
Physical Intervention and/or Use of Reasonable Force policy
Protocol for children not collected from school at the end of the school day/activity
Safer Recruitment policy
Staff Code of Conduct/Safer Working Practice
Staff Discipline and Grievance procedures
Supporting Pupils with Medical Conditions policy
Whistleblowing policy

Appendix 1 Forms of abuse and neglect and specific safeguarding risks

1 Abuse and neglect

- 1.1 Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with the DSL (or deputy).

- 1.2 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.

2 Definitions of abuse and neglect

- 2.1 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
- 2.2 **Physical abuse:** a form of abuse which 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.
- 2.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying and prejudiced-based or discriminatory bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 2.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can

other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and all staff should be aware of it. The school policy and procedures can be found in Appendix 5.

- 2.5 **Neglect:** the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 2.6 **Exploitation:** Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. (Section 7 gives further specific details)

3 Signs of abuse

- 3.1 Possible signs of abuse include, but are not limited to:
- 3.1.1 the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference;
 - 3.1.2 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;
 - 3.1.3 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;
 - 3.1.4 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
 - 3.1.5 the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general well-being;
 - 3.1.6 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
 - 3.1.7 the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers; and

- 3.1.8 inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.
- 3.2 Mental health problems can also be a sign of abuse, neglect or exploitation.
- 3.3 The Cambridgeshire and Peterborough Safeguarding Partners can provide advice on the signs of abuse and the DfE advice [What to do if you're worried a child is being abused](#) (March 2015) provides advice in identifying child abuse. The [NSPCC website](#) is also a good source of information and advice.

Designated Safeguarding Lead (DSL) Mrs Sahdia Zafar	Email: szafar2@iqra-academy.co.uk Telephone (term time): 01733 331433
Deputy Designated Safeguarding Lead (DDSL) Mrs. Shapla Koli	Email: skoli@iqra-academy.co.uk Telephone (term time): 01733 331433
Deputy Designated Safeguarding Lead (DDSL) Mrs Fakhra Naheed	Email: fnaheed@iqra-academy.co.uk Telephone: 01733 331433
Chair of Governors	Email: Telephone: 01733
Nominated Safeguarding Governor Mr Yosouf Ismail	Email: Telephone: 01733 343357
Contact details of the Senior Leadership Team (out of hours emergency contact)	07754468686

Appendix B

Useful Contacts - Cambridgeshire and Peterborough

Cambridgeshire and Peterborough Safeguarding Children Partnership Board –
Safeguarding Inter-Agency Procedures
<http://www.safeguardingcambspeterborough.org.uk/children-board/>

Education Safeguarding Team
ECPS.General@cambridgeshire.gov.uk

Useful Contacts - Cambridgeshire

Education Safeguarding Manager – Rebecca Gibson
rebecca.gibson@cambridgeshire.gov.uk

Early Help Hub (EHH) Tel: 01480 376666

Customer Service Centre – social care referrals Tel: 0345 045 5203

Emergency Duty Team (out of hours) Tel: 01733 234724

Local Authority Designated Officer (LADO)
LADO@cambridgeshire.gov.uk Tel: 01223 727967

Senior Education Adviser – Phil Nash Tel: 01223 699448

Useful Contacts - Peterborough

Education Safeguarding Lead – Sue Proffitt
susan.proffitt@peterborough.gov.uk

Early Help Tel: 01733 863649

Customer Service Centre – social care referrals

Tel: 01733 864180

Emergency Duty Team (Out of hours)

Tel: 01733 234724

Local Authority Designated Officer (LADO)

Gisela Jarman

Tel: 01733 864038

Jane Bellamy

Tel: 01733 864790

Relevant Documents

“Keeping Children Safe in Education: Statutory guidance for schools and colleges”
(September 2024)

“Guidance for Safer Working Practice for those working with children and young people
in education settings” (Feb 22)

“Information sharing: Advice for practitioners providing safeguarding services to
children, young people, parents and carers” (July 2018)

“The Prevent Duty, Departmental advice for schools and childcare providers” (June
2015)

“Revised Prevent Duty Guidance: for England and Wales” (July 2015)

“Sexual violence and sexual harassment between children in schools and colleges”
(September, 2021)

Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, December 2020)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (March 2023)