PRESTON MUSLIM GIRLS

HIGH SCHOOL

Education with Patience Modesty Gratitude Humility Sincerity

SAFEGUARDING AND CHILD PROTECTION POLICY

Approved by:	Headteacher/Governing Board	**Date:** 17 December 2024
Last reviewed on:	November 2024	
Next review due by:	November 2025	

Designated Safeguarding Lead (DSL)	**Zahida Hanif**
Deputy DSLs	**Rehan Patel** **Tahera Kalang** **Asma Member**
Safeguarding Governor Chair of Governors	
Last Updated	November 2023 December 2024
Approved by the Governing Body	December 2024
Date to Review	December 2025

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Context and Rationale

Preston Muslim Girls High School fully recognises, Safeguarding is everyone's responsibility. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all actiontaken. We strive to ensure that consistent and effective safeguarding procedures are in place to support families, students and staff at school. All staff are trained to recognize and respond to abuse and neglect and are expected to act quickly when they suspect a child is suffering or likely to suffer from harm.

All of our pastoral staff and our school counsellor have completed DSL training to assist them in their roles and enable them to work effectively with external agencies. Working closely with parents is a key feature of the school. Recognition of the sensitivity and complex nature of safeguarding and child protection, ensuring that pupils, staff, and families are supported appropriately

This policy will give clear direction to all stakeholders about expectations and our legal and moral responsibility to safeguard and promote the welfare of all pupils at our school.

It will be achieved by:

1.   Ensuring that members of the governing board, the headteacher, staff and all stakeholders

understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL. In additional, to ensure that staff are aware that ANYONE can make a referral and understand professional challenge.

2. Teaching pupils how to keep safe and recognise behaviour that is unacceptable.

3. Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.

4. Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.

5. Endeavour to provide a safe and welcoming environment where children are respected and valued; where the voice of the child is listened to and is paramount.

6. Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out by our local Lancashire Safeguarding Children Partnership arrangements. Reporting & Support - Children's Safeguarding Assurance Partnership (safeguardingpartnership.org.uk)

7. The school will have due regard to Lancashire Children's Safeguarding Assurance Partnership (CSAP) Procedures Manual.

The following safeguarding legislation and guidance has been considered when drafting this policy:

Key Documentation (including hyperlinks)
Addressing child-on-child abuse: a resource for schools and colleges (Farrer & Co)
C&YP schools guides (npcc.police.uk)
Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK (www.gov.uk)
Child abuse concerns: guide for practitioners - GOV.UK (www.gov.uk)
Child sexual exploitation: definition and guide for practitioners - GOV.UK (www.gov.uk)
Children missing education - GOV.UK (www.gov.uk)
County Lines Toolkit For Professionals	The Children's Society (childrenssociety.org.uk)
Data protection: toolkit for schools - GOV.UK (www.gov.uk)
DBS Identification Checking Guidelines
Disqualification under the Childcare Act 2006 - GOV.UK (www.gov.uk)
Education inspection framework
Guidance for Safer Working Practice
Guidance for the Employment Of Overseas Applicants
Guidance for the Employment of Overseas Trained Teachersmis
HM Government Multi-agency practice guidelines: Handling cases of Forced Marriage (publishing.service.gov.uk)
Information sharing advice for safeguarding practitioners - GOV.UK (www.gov.uk)
Keeping children safe in education - GOV.UK (www.gov.uk)
Mental health and behaviour in schools - GOV.UK (www.gov.uk)
Multi-agency statutory guidance on female genital mutilation - GOV.UK (www.gov.uk)
Promoting Fundamental British Values Through SMSC
Promoting the education of looked-after and previously looked-after children - GOV.UK (www.gov.uk)
Protecting children from radicalisation: the prevent duty - GOV.UK (www.gov.uk)
Recruit teachers from overseas - GOV.UK (www.gov.uk)
Regulated activity with children in England (DBS)

Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)
Searching, screening and confiscation (publishing.service.gov.uk)
Sharing nudes and semi-nudes: advice for education settings working with children and young   people - GOV.UK (www.gov.uk)
Teacher Status Checks - Employer Access Online
Teaching online safety in schools - GOV.UK (www.gov.uk)
The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)
The Use of Social Media for Online Radicalisation (Home Office, 2015)
Undressed (lgfl.net)
Working together to safeguard children - GOV.UK (www.gov.uk)

Roles and responsibilities

The Designated Safeguarding Lead (DSL) and the Deputy Safeguarding Leads are listed in the table above. The DSL will be available during school hours for staff to discuss any safeguarding concerns. The DDSL/s are trained to the same level as the DSL and supports the DSL with safeguarding matters on a day-to-day basis. The ultimate lead responsibility for child protection remains with the DSL. The DSL duties include:

• Ensuring child protection policies are known and understood and used appropriately by staff.
• Reporting to Board of governors on all areas of safeguarding.
• Acting as a source of support, advice, and expertise for all staff on child protection and safeguarding matters.
• Liaising with the Headteacher regarding ongoing enquiries under section 47 of the Children Act 1989 and police.
• Investigations and being aware of the requirement for children to have an appropriate adult in relevant circumstances.
• Making and managing referrals to children's social care, the police, or other agencies.

• Taking part in strategy discussions and inter-agency meetings.
• Transferring the child protection file to a child's new school.

1.   Training and Induction

PMGHS recognise the importance of ongoing staff training and development to keep staff aware of emerging issues and keeping the ethos of safeguarding high. Everybody has a role to play in safeguarding our children and we strive to ensure all staff are well informed and know what to do if they have any concerns. Staff members, governors and volunteers will undergo safeguarding and child protection training at induction, which will be updated on a regular basis and/or whenever there is a change in legislation.

The induction training will cover: The induction training will cover:

• The Child Protection and Safeguarding Policy

• The Child-On-Child Abuse procedures

• The Staff Code of Conduct

• Part one of 'Keeping children safe in education' (KCSIE 2024)

• The Behaviour Policy

• The School Attendance Policy, including the safeguarding response to children who have unexplained absences or go missing from education

• Appropriate child protection and safeguarding training, including online safety training

- Information about the role and identity of the DSL and deputy DSL(s)

- How to record concerns in your setting.

- Ensure records are kept of all inductions

We recognise the need to ensure staff are trained regularly effective training to staff and other stakeholders. We will ensure:-

1. ALL staff, Governors and volunteers will receive Safeguarding Training (at least) annually
1. The DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates
2. ALL staff, volunteers and governors will read and show an understanding of any updates that are provided
3. DSLs will attend DSL training every 2 years and update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis
4. The DSL, along with Governors and all staff will undertake Prevent awareness training (at least) every two years
5. At least one member of staff and one governor will attend Safer Recruitment Training

6. ALL staff, volunteers and governors will undertake any additional specialised training on matters such as Child Sexual Exploitation, Prevent, Child-on-Child abuse, Online Safety, FGM etc as is deemed necessary by the DSL and that is particularly relevant to the context and needs of the setting
7. Any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s
8. Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school

9. Detailed records will be held of staff safeguarding training and ensure that no training becomes out of date.

We recognise the need to ensure staff are trained regularly effective training to staff and other stakeholders. We will ensure:-

This policy must be implemented alongside the procedural guidance set out by the local authority.

Definitions

1. **Allegation** is where it is alleged that a person who works with children 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 towards a child or children in a way that indicates they may pose a risk of harm to children.
2. **Child** and **children** refer to children and young people under the age of 18 years. However, the principles of the document apply to professional behaviours towards all pupils, including those over the age of 18 years. 'Child' should therefore be read to mean any pupil at the education establishment.
3. **Child In Need (CIN)** refers to a child who is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority (Children Act 1989).
4. **Children who are absent from education**, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation. It is important that the school's response to children who are absent from education supports the identification of such abuse and also helps prevent the risk of them being absent in future. This includes when problems

first emerge but also where children are already known to local authority children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:

- schools' duties regarding children who are absent from education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points can be found in the department's statutory guidance: Children missing education (DfE 2016)
- further information for colleges providing education for a child of compulsory school age can be found in: Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges

- general information and advice for schools and colleges can be found in the government's Missing Children and Adults strategy (Home Office, 2011)

5. **Child-on-child abuse** occurs when children abuse other children. As outlined in KCSIE part 5, this is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

6. **Child protection (CP)** refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm (Children Act 1989).

7. **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 sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement as to gain compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online (KCSIE 2024).

8. **Domestic abuse** is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and witnessing domestic abuse is child abuse. It's important to remember domestic abuse:

- can happen inside and outside the home
- can happen over the phone, on the internet and on social networking sites
- can happen in any relationship and can continue even after the relationship has ended
- both men and women can be abused or abusers

9. **Early Help:** Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Any child may benefit from early help, but all school

staff should be particularly alert to the potential need for early help for a child who:

- is disabled 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 in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is showing signs of harmful sexual behaviours
- 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 drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of honour-based abuse such as female genital mutilation (FGM) or forced marriage
- is a privately fostered child
- is persistently absent from education (KCSIE 2024)

10. **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- negate or destroy the fundamental rights and freedoms of others
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights
- intentionally create a permissive environment for others to achieve the results in (1) or (2). (New definition of extremism, 2024)

11. **Female Genital Mutilation** (FGM) is a procedure involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse (KCSIE 2024).

12. **Ideology** is defined as a set of beliefs (Prevent Strategy, Home Office, 2011).

13. **Low-level concern** is defined as any concern had about an adult's behaviour towards, or concerning, a child that does not meet the harms threshold, or is otherwise not serious enough to consider a referral at the time of its reporting. Low-level concerns refer to behaviour on the part of a staff member towards pupils that is considered inappropriate in line with statutory safeguarding advice.

14. **Mental health** problems can affect many of our young people. These include depression, eating disorder, anxiety and conduct disorder and self-harm and often have a direct response to what is happening in their lives. Such problems also be indicators that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. If staff have a concern about a child's mental health that is also a safeguarding concern, then immediate action should be taken. Further guidance on mental health issues can be found in the Mental Health and Emotional Wellbeing Policy.

15. **Non-violent extremism** is extremism, as defined above, which is not accompanied by violence (Prevent duty guidance, Home Office, 2015, updated 2021).

16. **Parent** refers to birth parents and other adults who have legal responsibility for the child, for example stepparents, foster carers and adoptive parents or legal guardian(s).

17. **Perpetrator**: A person who carries out a harmful, illegal, or immoral act. Schools should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. As above, the use of appropriate

terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis.

18. **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism Children may be susceptible 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 (KCSIE 2024).

19. **Safeguarding and promoting the welfare of children i**s defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes (KCSIE 2024).

20. **Sextortion** is when an individual manipulates, coerces, or threatens a child into providing sexually explicit images or videos, and then uses these materials to extort or exploit them further.

21. **Staff and adults** refer to all those who work with pupils in an educational establishment, in either a paid or unpaid capacity. This would also include, for example, those who are not directly employed by the school or setting, e.g., local authority staff, sports coaches, governors, or trustees.

22. **Terrorism** is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system according to the Terrorism Act 200 (TACT 2000). The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause (Prevent Duty Guidance, Home Office, 2015, updated 2021).

23. **Victim**: A person harmed as a result of a crime, accident, or other event or action. Important to note that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

LCC School Safeguarding Officers Victoria Wallace, Mechelle Lewis, Sarah Holyhead, Natalie Barton	Safeguarding in Education Advice Line - 01772 531196
LCC MASH Education Officers Matt Chipchase & Martine Blokland	Martine Blokland 01254 220914 Matt Chipchase 01254 220989 mash.education@lancashire.gov.uk
LADO – Local Authority Designated Officers	01772 536694 LADO.admin@lancashire.gov.uk
MASH – Multi-Agency Safeguarding Hub	0300 123 6720 0300 123 6722 between 5.00pm - 8.00am