Rawdhatul Ilm Wal Huda, 32 Moss Street, Blackburn, BB1 5JT

Safeguarding Children and Child Protection Policy

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Notes: This policy is one of a series in the school's integrated safeguarding portfolio.

This policy will be reviewed **annually**.

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Safeguarding contacts

Roles	Contact	Details
Designated Safeguarding Lead	Nazifa Patel	Nazifapatel@rawdha.org
deputy Designated Safeguarding Lead	Azeemah Armed	azeemahahmed@rawdha.org
nominated Safeguarding and Child Protection Governor	Muhammad Patel	info@Rawdhah.co.uk
Proprietor	Governing body	info@jamiah.co.uk
BwD LA Designated Officer	Megan Dumpleton	megan.dumpleton@blackburn.gov.uk / 01254 585184
LADO for Blackburn with Darwen	Elissa Harper	Elissa.harper@blackburn.gov.uk / 01254 666488
BwD Children's Advice and Duty Service (CADS)		01254 666400
BwD Emergency Duty Team		01254 587547 (out of office hours)
Child Sexual Exploitation Team – Engage Team		01254 353525
Channel/ Prevent Education Officer	Leanne Romney - Community Safety Team	Leanne.romney@blackburn.gov.uk / 01254 585270
CSAP		01772 53654
BwD Principal Inclusion Officer (CME / EHE)	Catherine Salt	Catherine.Salt@blackburn.gov.uk / 01254 666756
Engage Link Worker		

Scope, Purpose & Aims

This policy outlines Rawdhatul Ilm Wal Huda's approach to safeguarding and child protection in line with the statutory guidance *Keeping Children Safe in Education (KCSIE) 2026 (in force from 1 September 2026) and Working Together to Safeguard Children 2026*. It applies to all staff, governors, volunteers, and visitors. The policy ensures that safeguarding responsibilities are fulfilled across all school and boarding contexts, including day-to-day academic life, residential care, religious instruction, and off-site provision.

Safeguarding and promoting the welfare of children is everybody's responsibility.

See:

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1160273/National_Minimum_Standards_for_boarding_schools.pdf

This policy is one of a series in the school's integrated safeguarding portfolio.

The purpose of this policy is to ensure every child who is a pupil at our school is safe and protected from harm.

Safeguarding and promoting the welfare of children is everybody's responsibility. This policy will provide all staff with the necessary information to enable them to meet their child protection responsibilities

This policy therefore applies to all school staff including supply and agency staff, and volunteers and gives clear direction on how to safeguard children effectively and, thereby, ensuring consistent good practice.

This policy aims to give clear direction to all staff, governors and parents about our moral and statutory responsibilities to safeguard and protect children.

Our school is committed to ensuring that those children who are at risk of, or experiencing significant harm or abuse, are supported and that swift and effective action is taken to ensure they are protected.

Our school fully recognises the contribution it can make to safeguarding and protecting children from harm through prevention, support and protection. This policy will demonstrate our school's commitment with regard to child protection to pupils, parents and other partners;

This, and associated policies, will be reviewed annually and updated if needed, so that they are kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.

This policy will be available publicly via the school website and paper copies can be provided upon request.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued.

Safeguarding and promoting the welfare of children refers to the process of **protecting children from maltreatment, preventing the impairment of 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**[1]:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance and everyone's responsibility;
- Safer children make more successful learners;
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review;
- Policies will be reviewed at least annually;
- We endeavour to provide a safe and welcoming environment where children are respected and valued.
-

Prevention and early support: Our school is committed to early help and identification of unmet needs and vulnerabilities. The school works in partnership with other agencies to promote the welfare of pupils and keep children safe. We recognise that effective safeguarding systems are those which:

- Put the child's needs first;
- Provide children with a voice;
- Promote identification of early help;
- Encourage multi-agency working and sharing of information.

Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support. More information on early help is set out in Part one of this guidance with full details of the early help process in Working Together to Safeguard Children. (https://www.gov.uk/government/publications/working-together-to-safeguard-children)

Family Help. Working Together to Safeguard Children 2026 introduces Family Help: a single, coordinated offer of support, led by the local authority and delivered by multi-disciplinary teams, which brings together what was previously targeted early help and Child in Need (section 17) support under one Family Help plan. Where this policy refers to early help or a CAF, this includes the local Family Help arrangements. The DSL and deputies know the local Family Help referral criteria and pathway through the Children's Advice and Duty Service (CADS), and all staff are aware of the criteria for a Family Help referral, for a referral for assessment under section 47 of the Children Act 1989, and of the other processes for cases relating to vulnerable children.

Early support and intervention to address unmet needs can be either single agency (such as within school) or multi-agency as part of the Child and Family (CAF) assessment and plan or the local Family Help plan. All staff who are in positions to assess a child's needs should be aware of the CAF process and how to support a child/family using this process. They should also be aware of and undertake the role of Lead Professional appropriately.

[1] Working Together to Safeguard Children 2026 & Keeping Children Safe in Education 2026

The Pan Lancashire Children's Continuum of Need and Response (CoNR) framework is a tool to assist all those whose work brings them into contact with children, young people and their families (including the unborn child) to identify the level of help and protection required to ensure children grow up in circumstances that achieve their best outcomes. The framework supports a risk sensible approach (see Appendix A).
Working Together to Safeguard Children 2026 introduces Family Help, which brings together targeted early help (Level 2) and Child in Need (Level 3) support into a single offer. The Continuum of Need in Appendix A will be updated when the Children Safeguarding Assurance Partnership (CSAP) publishes its revised threshold and Family Help documents; until then, staff continue to use the Continuum alongside the Family Help pathway described in this policy.

Child Protection

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 the Blackburn with Darwen, Blackpool and Lancashire Children Safeguarding Assurance Partnership (CSAP) arrangements. See: www.safeguardingpartnership.org.uk.
Protection: All staff and volunteers are trained to recognise and respond to abuse and neglect. All staff and volunteers are expected to be vigilant and must act quickly when they suspect a child is suffering, or is likely to suffer harm.

Definitions

Safeguarding and promoting the welfare of children is defined as:

- providing support to meet the needs of children as soon as problems arise;
- protecting children from maltreatment, including online;
- 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;
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
- taking action to enable all children to have the best outcomes in line with the outcomes in the Children`s Social Care National Framework.

See: `*Working Together to Safeguard Children 2026*` (March 2026).

Child Protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Abuse is defined as 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.

Child/ren refers to anyone who has not yet reached their 18th birthday.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity, including supply and agency staff.

Parent/Carer refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents or legal guardian.

Governors refers to individual governors, governing bodies and boards and in the case of academies, this refers to proprietors.

Children Missing Education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school i.e. privately or electively home education (EHE).

For the purposes of this document we define Children Missing Education as: All children of compulsory school age who are:
Not on a school roll or receiving a suitable education otherwise than at a school;
On the roll of a school but where they have been absent for 10 consecutive days following an agreed leave of absence and no contact has been received from parents.

Vulnerable Adults: adults who are parents or carers and who have care and support needs may also be at risk of abuse and neglect and school will ensure they follow procedures outlined by the Local Safeguarding Adult Board www.lsab.org.uk and seek advice from the Adult Safeguarding Team on 01254 585949.

Children who may be particularly vulnerable
It is vital that children receive the right help and support at the right time to address unmet needs and identify risks to prevent issues from escalating.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Disabled and have special educational needs;
- Have special educational needs (with or without a Health Care Plan);
- Young carers;
- Affected by adverse childhood experiences (such as multiple types of abuse; neglect; violence between parents or caregivers; other kinds of serious household dysfunction such as alcohol and substance abuse, parental incarceration, parental mental health; parental separation or bereavement; and peer community and collective violence)
- Asylum seekers;
- Regularly absent from school;
- Attending alternative provision or subject to a managed move;
- Living away from home (frequent movers);
- Vulnerable to being bullied/peer abuse, or engaging in bullying/peer abuse;
- Living in temporary accommodation;
- Living a transient lifestyle;
- Living in chaotic and unsupportive home situations;
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- Involved directly or indirectly in sexual and/or criminal exploitation or child trafficking;
- Speakers of another first language;
- Subject to a Child Protection Plan;
- Exhibiting any changing behaviours or risk-taking behaviours that cause concerns;
- Children In Our Care/Looked After Children;
- Privately fostered.
- Living in kinship care arrangements (formal or informal);
- Pregnant or parents themselves;
- Showing early signs of abusive, violent or harmful behaviour towards others;

- Repeatedly removed from the classroom or on a part-time timetable;
- Living with a medical condition or complex health needs, including allergies;
- Experiencing prejudice-based harm, including racism and faith-based prejudice.
-

See also section on `**Specific Safeguarding Circumstances.** `

Ethos and culture of safeguarding

Everyone at our school will endeavour to create and maintain an ethos where pupils feel valued, respected and secure.

Children are encouraged to communicate freely with any member of staff about any concerns or worries they may have. They will be listened to and supported in a way that is appropriate to their level of need.

We recognise that staff at our school play a particularly important role in safeguarding children as they are in a position to identify concerns early and therefore prevent concerns from escalating.

Staff will therefore maintain an attitude of 'it could happen here' where safeguarding and abuse is concerned and demonstrate professional curiosity.

School will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life.

All stakeholders will contribute to a whole school approach to safeguarding that creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

Governing bodies and proprietors will create a culture that safeguards and promotes the welfare of children in their school.

Leaders will create the right culture and environment so that staff feel comfortable to discuss matters which may have implications for the safeguarding of children, both within, and where it is appropriate, outside of the workplace.

Governors and leaders will create and embed a culture of openness, trust and transparency in which the school's or college's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

There will be a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated.

As part of our whole-school approach to safeguarding, and in line with KCSIE 2026 and Working Together to Safeguard Children 2026, we promote an inclusive, anti-discriminatory culture. Racist, faith-targeted and other prejudice-based or discriminatory behaviour is recognised, challenged and addressed as a safeguarding matter and not solely as a behaviour matter. Staff understand that misogyny is escalatory in nature: attitudes and language that demean women and girls are challenged early because early identification minimises the risk of harmful sexual behaviour developing.

Curriculum

Children will be taught about how to keep themselves and others safe, including online.

Our curriculum will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

All pupils will receive Relationship and Sex Education which includes explicit, age appropriate teaching about healthy and respectful relationships, boundaries, consent and self-esteem and body image.

All pupils will receive Health Education which teaches them how to keep physically and mentally healthy.

Relationships, Sex and Health Education is delivered in accordance with the revised DfE statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, which applies from 1 September 2026, and in a manner compatible with the school's Islamic ethos. It includes teaching about misogyny, harmful attitudes towards women and girls, online safety (including artificial intelligence, deepfakes and manipulated media), and mental health and wellbeing.

This education will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities.)

When planning the curriculum, online safety should be considered as part of a whole school approach to keeping children safe online.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and should therefore be included.

We actively promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs throughout our curriculum.

Safeguarding Induction and Training

All staff will undergo safeguarding training (including, Prevent, CSE, CCE, contextual safeguarding and online safety) at induction

Induction will include:

- An explanation of systems within their school or college which support safeguarding
- This safeguarding and child protection policy
- The school behaviour policy
- Staff behaviour policy / code of conduct
- The schools safeguarding response to children who go missing from education
- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Prevent training will be included in staff induction. Prevent training is available via BWD melearning and sessions are available to book via The Prevent Team.

Staff will be provided with copies of the above policies along with a copy of Part One of Keeping Children Safe in Education 2026, which all staff must read in full (Annex A, the previous condensed version, has been removed from KCSIE 2026). Staff confirm in writing that they have read and understood Part One. Staff and volunteers who join during the academic year receive the same induction training as part of a mid-year induction before they begin working with children.

All staff will receive regular and relevant safeguarding and child protection training which is updated regularly.

All staff will receive safeguarding and child protection (including online safety) updates, as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

Annual in-house safeguarding training is delivered to all staff by the DSL at the start of each academic year and includes the changes to KCSIE and Working Together, indicators of abuse (including the updated indicators in KCSIE 2026), child-on-child abuse and harmful sexual behaviour, misogyny, serious violence, mental health including self-harm and suicidal ideation, the making or sharing of nudes and semi-nudes including AI-generated imagery, the Family Help pathway, information sharing, low-level concerns and allegations, and staff conduct in relation to digital devices, social media and artificial intelligence.

All staff will receive Prevent awareness training in accordance with Home Office advice or as informed by the school's Prevent risk assessment (see attached) PREVENT policy (see attached).

It is recommended that staff complete the face to face Prevent training as delivered by the Prevent Team as it provides more bespoke education guidance.

This will be updated at least biennially
https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

All governors and trustees will receive appropriate safeguarding and child protection (including online) training at induction.

This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.

In addition, governors should also attend bespoke governor Prevent training which is provided by BwD governor services.

All those involved with the recruitment and employment of staff to work with children will receive appropriate safer recruitment training, the substance of which should at a minimum cover the content of Part three of Keeping Children Safe in Education.

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

In addition to this formal training the designated safeguarding leads' (and any deputies') knowledge and skills should be refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

The designated safeguarding lead (and any deputies) will undertake Prevent awareness training.
DSLs will receive training that enables them to have a good understanding of Harmful Sexual Behaviour.

Children in Kinship Care / Local Authority Oversight

Following KCSIE 2026, the DSL works with **Virtual School Heads (VSHs)** to promote educational progress for pupils in:

- **Kinship care arrangements**, whether formal or informal, and
- **Children with a social worker**.

Records of these students are maintained separately and reviewed confidentially in accordance with safeguarding protocols.

Roles and Responsibilities

All Staff (including Governors) Responsibilities:

Be familiar with the latest KCSIE guidance (2026 edition) and read Part One in full.

Understand the signs of abuse, neglect, and new safeguarding categories (including online misinformation).

Report concerns to the DSL promptly and follow safeguarding reporting procedures.

All staff working with children are advised to maintain an attitude of 'it could happen here.'

All staff will read Part One of Keeping Children Safe in Education 2026 in full (Annex A, the previous condensed version, has been removed) and demonstrate their understanding in their practice

All staff will contribute to a safe environment in which children can learn

All staff are able to identify children who may benefit from early help, be aware of their local early help process and understand their role in it.

Any child may benefit from early help, but especially a child who: is disabled or has certain health conditions and has specific additional needs; has special educational needs; 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 frequently missing/goes missing from education, home or care; has experienced multiple suspensions or is at risk of being permanently excluded; is at risk of modern slavery, trafficking, sexual and/or criminal exploitation, radicalisation or exploitation; has a parent or carer in custody, 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 alcohol and other drugs themselves; is at risk of so-called

‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage; is a privately fostered child; is pregnant or is a parent themselves; has shown early signs of abusive, violent or harmful behaviour towards others; has been repeatedly removed from the classroom or is on a part-time timetable; has a medical condition or complex health needs; or is living in a kinship care arrangement. Staff who identify such a child should speak to the DSL, who will consider whether a Family Help referral is appropriate.

All staff should be aware of the signs and indicators of abuse and neglect, understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. All staff must know what to look for to identify cases of children at risk of neglect and abuse and thus requiring help or protection. Abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and, often, multiple issues will overlap. All staff should consider risk of abuse or exploitation in situations outside their families, including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation. Also, technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as offline. Children can also abuse other children online, including, abusive, harassing, and misogynistic/misandrist 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. In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or a deputy.

All staff should have an awareness of safeguarding issues that can put

All staff should also be aware, in line with KCSIE 2026, that: children may experience prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination, which may impact their welfare and should be considered within safeguarding practice; emotional abuse can include verbal abuse such as persistent criticism; children may themselves cause harm to other family members (child-to-parent or caregiver abuse); and children may be victims of, or involved in, serious violence, including the carrying, threatening to use or use of weapons.
children at risk of harm. These signs include behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and the making or sharing of nudes and semi-nudes (including images or videos that have been digitally altered or generated using artificial intelligence) can be signs that children are at risk.

All staff are expected to complete safeguarding induction

All staff are expected to regularly attend or access safeguarding training relevant to their role. In addition, all staff members should receive at least annual updates which can be in the form of emails, bulletins, staff meetings/discussion and supervision

All staff should be aware of the process for making referrals to local authority children’s social care. Similarly, all staff should be aware of the importance of multi-agency partnership working and information sharing processes

All staff should be aware of the process for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child

suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments

All staff should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. All staff have a responsibility to identify those children who may require early intervention support and what action to take to ensure they are supported appropriately

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe

All staff should be aware that children 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. Staff should, thus, speak to the DSL if they have concerns about a child.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse, including harassment and violence), and should challenge inappropriate behaviours between children that are abusive in nature

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Self-harm, suicidal ideation and risk of suicide are safeguarding concerns in their own right and must be reported to the DSL immediately; staff act early, support well and escalate to the DSL. In an emergency, staff call 999.

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime, including the carrying, threatening to use or use of weapons. Any concern that a child is carrying a weapon, or intends to, must be reported to the DSL (or deputy) immediately, who will assess the risk and take appropriate action, including de-escalating peer conflict where appropriate. All staff have a responsibility to identify and respond to a child who is or likely to suffer significant harm and what action they must take, appropriate to their role;

All staff should have the skills, knowledge and understanding to keep looked after children and previously looked after children safe. All staff should be aware of how to respond to specific safeguarding concerns as outlined in this policy, including reporting concerns to the leads and principal

All staff and volunteers should raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Also, all staff should act in accordance with local safeguarding arrangements and participate directly or through local education partnerships, in local safeguarding arrangements.

Governor Responsibilities:

The governing body will ensure that:

Governing bodies and proprietors must have regard to Keeping Children Safe In Education, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements

Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. Specifically, all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction and regularly. This would allow them to assess the effectiveness of, and support, a whole school approach to safeguarding, and, furthermore, challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole.

Safeguarding training commissioned and/or delivered internally is in line with advice from the Department for Education. May use https://www.gov.uk/government/publications/teaching-online-safety-in-schools, https://www.gov.uk/government/publications/education-for-a-connected-world, https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people, https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings, https://www.thinkuknow.co.uk/, https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview and https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes (this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support).

Governing bodies and proprietors should ensure that those staff who work directly with children read Part one of this guidance in full.

Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. They should be aware of their obligations under the Human Rights Act 1998 (Articles 3,8, 14 and Protocol 1, Article 2 – see: https://www.equalityhumanrights.com/en/human-rights), the Equality Act 2010 (see: https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools and https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-guidance), the Public Sector Equality Duty (see: https://www.equalityhumanrights.com/en/publication-download/technical-guidance-public-sector-equality-duty-england) , and their local multi-agency safeguarding arrangements. These laws ensure that there is no unlawful discrimination against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). Positive action would take place to support disabled children and young people, including those with long term conditions, and if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

Governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including age, sex, race, sexual orientation, gender reassignment, religion or belief, pregnancy and disability.

Governing bodies and proprietors should ensure they facilitate a whole school approach to safeguarding.

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead.

Governing bodies and proprietors should ensure the designated safeguarding lead has the appropriate status and authority within the school to carry out the duties of the post.

Governing bodies and proprietors should ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

Governing bodies and proprietors recognise the importance of information sharing between practitioners and local agencies.

Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety, which amongst other things, includes the understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction.

Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online.

Governing bodies and proprietors must ensure that appropriate filters and monitoring systems are in place and review the effectiveness of these at least once every academic year. In line with KCSIE 2026, a senior member of the leadership team is responsible for the review, supported by the DSL and IT support; the checks cover all internet-connected devices in all relevant locations (including the boarding provision), records of the checks are kept, and the findings and any action plan are reported to governors.

Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding.

Where governing bodies and proprietors hire or rent out school or college facilities/premises to organisations or individuals they should ensure that appropriate arrangements are in place to keep children safe and review the Lettings Policy as a result. (see KCSIE 2026).

Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems.

Governing bodies of maintained schools and proprietors of academies must appoint a designated teacher for looked after children.

Governing bodies and proprietors should ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

Governing bodies ensure procedures are followed in dealing with allegations of abuse made against members of staff including allegations made against the Head Teacher

and a nominated person identified to liaise with the BwD Local Area Designated Officer (LADO)

Governing bodies appoint a member of staff from the senior leadership team to the role of Designated Safeguarding Lead (DSL).

There are written recruitment and selection procedures that include the requirement for appropriate pre-employment checks and at least one person on any appointment panel has undertaken safer recruitment training.

Governing bodies recognise the importance of information sharing between professionals and the local authority.

Governing bodies and the proprietor are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. https://ico.org.uk/for-organisations/ includes information about obligations and how to comply, including protecting personal information, and providing access to official information. https://www.legislation.gov.uk/ukpga/2018/12/contents / https://www.gov.uk/guidance/data-protection-in-schools/data-protection-policies-and-procedures will help them understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches.

Governing bodies appoint a designated teacher to promote the educational achievement of children who are looked after and this person has appropriate training.

Governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils in Alternative Provision may be vulnerable to. The school remains responsible for the pupils they place in alternative provision and should be satisfied that their needs are met. See:
•, Alternative Provision DFE statutory guidance (https://assets.publishing.service.gov.uk/media/5fcf72fad3bf7f5d0a67ace7/alternative_provision_statutory_guidance_accessible.pdf)
• Arranging education for children who cannot attend school because of health needs (https://assets.publishing.service.gov.uk/media/657995f0254aaa000d050bff/Arranging_education_for_children_who_cannot_attend_school_because_of_health_needs.pdf)

<u>The Designated Safeguarding Lead (DSL) Responsibilities:</u>

The DSL or Deputy will always be available during school hours to discuss safeguarding concerns.

As set out in Annex B: Keeping children safe in education 2026
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

A deputy lead will be identified who can undertake those functions in the absence of the DSL.

DSL cover arrangements. In line with KCSIE 2026, the school has robust, clear, reliable and known cover arrangements for periods when the DSL is unavailable through sickness, leave or other circumstances. The Deputy DSL undertakes the DSL functions in the DSL's absence; the DSL team has access to a confidential shared

safeguarding mailbox so that concerns are received and acted on without delay; and an on-call arrangement covers the boarding provision outside school hours. All staff are told who is covering and how to contact them.

The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety). This is explicit in the DSL's job description.

The designated safeguarding lead will keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

When a child leaves the school, the designated safeguarding lead will transfer the child protection file to the new school or college within 5 days. In line with KCSIE 2026, the DSL will also share any information indicating that the child may pose a risk to themselves or others (for example concerns about serious violence or harmful behaviour) so that the receiving setting can assess the risk and put appropriate support in place, and, where there are significant concerns, will hold a direct DSL-to-DSL conversation. Information shared will be necessary and proportionate.

The designated safeguarding lead liaises with the designated teacher, SENCO, Mental Health Lead/First Aiders and other staff to ensure those children who are potentially at greater risk are safeguarded effectively.

The designated safeguarding lead will raise awareness of safeguarding throughout school by:
Ensuring all staff read and understand this policy and Part one of Keeping Children Safe in Education 2026 in full

- Updating this policy at least annually
- Ensure this policy is available publicly
- Ensuring that parents know about school's duty to refer suspected cases of abuse
- Linking with CSAP and the local authority to make sure staff are aware of any training opportunities

The designated safeguarding lead will provide support to staff to carry out their safeguarding duties.

The designated safeguarding lead will liaise closely with other services such as local authority children's social care.

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

The designated safeguarding lead (and any deputies) will undertake Prevent awareness training. This training will be updated in accordance with schools Prevent risk assessment and CSAP advice. See PREVENT Section below

The designated safeguarding lead (and any deputies) are aware of local procedures for making a Prevent referral. See PREVENT Section below.

The designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families.

The designated safeguarding lead or a deputy will always be available, during school hours to discuss safeguarding concerns.

The designated safeguarding lead (and deputies) will lead on liaising with other agencies and setting up an Early Help assessment/CAF as appropriate.

The designated safeguarding lead (and deputies) will take a leading role on cases of child-on-child abuse and liaise with other agencies such as the police and children's social care in determining how to manage such cases.

The designated safeguarding lead will be aware of the local response to sexual violence and sexual harassment between children.

Managing referrals:
The DSL is expected to:

- Refer cases of suspected abuse to the Children Advice & Duty Service (CADS) as required;
- Support staff who make referrals to CADS;
- Refer cases to Prevent (https://www.gov.uk/guidance/making-a-referral-to-prevent)court s or the Channel Panel where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel panel;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS);
- Refer cases whereby a crime may have been committed to the police as required.

Holding and sharing information:
The DSL is expected to:

- understand the importance of information sharing, within and with other schools, safeguarding partners, other agencies and organisations;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 (https://www.legislation.gov.uk/ukpga/2018/12/contents) and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This includes where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

Working with others
The DSL will:

- Liaise with the head teacher (or principal) to inform of ongoing enquires under section 47 of the Children Act and police investigations;
- As required liaise with the LADO for all cases involving a staff member;
- Liaise with staff on matters of safety and safeguarding when deciding whether to refer by liaising with relevant agencies;
- Act as a source of support, advice and expertise for all staff;
- Understand and implement the locally agreed safeguarding partnership arrangements and contribute, both strategically and operationally, to the local arrangements.
-

Training:

The DSL (and Deputy) should undergo safeguarding training that is updated every 2 years. They will also undertake Prevent awareness raising at the level agreed by the BwD Prevent Coordinator.

DSLs skills and knowledge should be refreshed at regular intervals but at least **annually** and this can involve e-bulletins, meeting other DSLs or simply taking the time to read and digest safeguarding materials. Training and briefings should also improve the DSL's (and whole school's) awareness of local needs, risks, challenges and emerging threat issues in relation to safeguarding in the local area.

The DSL will:

- Understand the assessment process for providing early help and intervention, for example through the Child and Family (CAF) process;
- Have a working knowledge of how BwD Children's Social Care conduct child in need, child protection case conferences, child protection review conferences, core groups and looked after children reviews and be able to attend and contribute to these effectively when required to do so;
- Ensure members of staff has access to and understand the school's child protection policy and procedures, behaviour policy, management of children missing education and staff code of conduct policy, especially new and part time staff;
- Ensure members of staff have the relevant safeguarding competencies so that they can identify, share information, respond and work together in safeguarding incidents;
- Be alert to the specific needs of children in need, children with special educational needs and young carers;
- Be able to keep detailed, accurate, secure records of concerns and referrals;
- Understand and support the school with regards to the requirement of the Prevent duty and able to provide advice to school staff;
- Understand the current risks associated with online safety including recognition of the additional risks that children with SEN and disabilities face online e.g. from bullying/peer abuse, grooming and radicalisation and support SEND children to stay safe online;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
-

Raising Awareness:

The DSL will:

- Ensure the school or college's policies are known and used appropriately;
- Ensure this policy is reviewed annually, procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the local safeguarding partnership arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Link with the local safeguarding partnership arrangements to ensure the voice of the school's staff and the needs of the school pupils are reflected in the local safeguarding arrangements and priorities; and

- Where children leave school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained (see also Section 9).

Recognising and Responding to Safeguarding Concerns

In addition to general duties and responsibilities to safeguard and protect children, there are certain circumstances where a specific procedure is required.

Child Protection

Under section 47(1) of the Children Act 1989, Local authorities, with the help of other organisations as appropriate, 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.

If, at any point there is a risk of immediate serious harm to a child a referral should be made to the police or CADS immediately. Anybody can make a referral.

Referral to children's social care

Telephone Blackburn with Darwen Borough Council's Children's Advice and Duty Service (CADS) 01254 666400

3.1 Making a Referral to Children's Social Care (proceduresonline.com)

A professional making a child protection referral under s.47 must provide information that highlights what the child's unmet needs (underlying risk factors) are as well as high risk indicators that potentially identify the child may be suffering or likely to suffer significant harm.

If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

Consent from parents/carers

The school will normally seek to discuss any concerns about a pupil with their parents/carers if it is safe to do so, and ask for consent to share information and concerns with other agencies e.g. Children's Advice and Duty Service (CADS). Tell them what information you are going to share, who with and why you think it is the right thing to do.
Where the child is in the care of the local authority the DSL should liaise with the Designated Teacher regarding relevant consents/contacts. In the event of any safeguarding concerns arising for children with an allocated social worker the allocated social worker/team/ manager would be contacted in the first instance to share these concerns

(Consent is not necessary if the DSL is requesting advice from CADS without sharing any information about the child/family involved.)

However, if the DSL believes that informing parents would increase the risk of harm to the child or put anyone else at risk, or cause an unjustifiable delay in making the referral, advice will first be sought from children's social care (particularly if the disclosure is sexual abuse, forced marriage, under Prevent Duty, Female Genital Mutilation or Fabricated and Induced Illness (FII)).

In summary:

You need consent to:

- Make a referral or request for a service to another agency or arrange a multi-agency meeting
- Consult with other agencies about a family to help you to determine what support they might need where you are sharing their personal details

You do not need consent to:

- Have a conversation with the Children's Advice and Duty Service (CADS) or Designated Safeguarding Lead within your organisation where you do not share identifiable details of the family.

You do not need consent, nor should you delay, but should, wherever possible, inform the family when:

- You are concerned that a child/young person, family member or other person has come to, or is likely to come to significant harm and you need to share this with other agencies so that they can take steps to ensure their safety.

Allegations

All concerns or allegations against those working in or on behalf of school in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors should be reported to the headteacher, or, where the headteacher is the subject of an allegation, the chair of governors or chair of the management committee and in an independent school it will be the proprietor.

When a safeguarding concern or allegation about a member of staff is referred to the headteacher, the headteacher will consider at that point whether a referral to the LADO is appropriate. Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts and to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.
http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html

Referral to the Local Authority Designated Officer

The Headteacher and/or Chair of Governors must discuss allegations with the Local Authority Designated Officer (LADO).

Low-Level Concerns

Concerns about conduct which do not meet the harm threshold must still be referred to the school DSL/headteacher in a timely manner.
Referral to the DBS (Disclosure and Barring Service) must be made if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

FGM Mandatory Reporting Duty

There is a statutory duty upon teachers that they must report to the police cases where they discover that an act of FGM appears to have been carried out. It will be rare for teachers to see visual evidence of FGM, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom

this mandatory reporting duty applies. Female Genital Mutilation (proceduresonline.com)

Referral to Prevent and Channel Panel

The designated safeguarding lead (or deputy) will consider a referral to Prevent when there are concerns about a child being radicalised. radicalisation (proceduresonline.com).

All staff should be aware of the signs of abuse and neglect and if they are unsure they should speak to the DSL. For advice and support, staff and the DSL can contact the Children Advice & Duty Service (CADS) 01254 666400.

The Department for Education 'What to do if you are worried a child is being abused - Advice for practitioners' is a booklet that helps staff to identify child abuse and neglect and take appropriate action in response. All staff can access this on the following web address:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
The following flowchart will be visible for staff to be able to identify actions required when they have a safeguarding concern: Action when a child has suffered or is likely to suffer harm:
http://www.lscb.org.uk/diagram-action-when-a-child-has-suffered-or-is-likely-to-suffer-harm/

Children potentially at greater risk of harm

Whilst ALL children require safeguarding and protecting, some groups of children, are potentially at greater risk of harm than others.

Children who need a social worker (Child in Need and Child Protection Plans)

Where children need a social worker, this should inform decisions about safeguarding and about promoting welfare.

Children missing from education and children absent from school/college

- It is recognised that when children go missing from education, particularly persistently, this can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation- particularly county lines.
    - When a child goes missing from education, local CME procedures will be followed to safeguard the child and help prevent the risk of them going missing in the future**.**
    - Further information, guidance and the local procedure for referring CME is attached.

Children who are absent for repeated or prolonged periods of time can be at risk of a range of safeguarding possibilities. Further information and guidance to improve attendance can be found in Working together to improve school attendance (publishing.service.gov.uk) to support early intervention and prevent the child going missing in the future.

The school recognises that *Working Together to Improve School Attendance* is now statutory. Rawdhatul Ilm Wal Huda maintains daily registers for both academic and

residential attendance, with immediate follow-up on any unexplained absence. Absence for any reason—academic, boarding, religious, or personal—must be recorded, justified, and escalated to the Designated Safeguarding Lead (DSL) where appropriate. Staff are trained to understand that **absence is a safeguarding issue**.

Elective Home Education (EHE)

Home education can mean some children are less visible to the services that are there to keep them safe. The Children's Wellbeing and Schools Act 2026 requires local authorities to maintain a register of children not in school, and the school cooperates with Blackburn with Darwen in relation to this register.

Leaders, including the DSLs and any deputies will familiarise themselves with DfE guidance Elective home education - GOV.UK (www.gov.uk)

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the DSL will be informed and will endeavour to co-ordinate a meeting with the LA and other key professionals and parents/carers where possible.

This is particularly important when the child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

Children requiring mental health support

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.

Staff will recognise and respond to indicators that a child may require mental health support and alert the DSL as with any other safeguarding concern.

DSLs will be aware of and source appropriate mental health support using referral systems and escalation where necessary.

In line with KCSIE 2026, the school takes a whole-school approach to mental health and emotional wellbeing. Self-harm, suicidal ideation and the risk of suicide are treated as standalone safeguarding concerns. Staff are alert to potential warning signs that a child may be experiencing a serious mental health problem, including changes in behaviour, sleep difficulties, withdrawal from social situations, no longer wanting to do things they usually enjoy, and physical signs of harm or neglect. Where a concern is identified, staff act early, support the child and escalate to the DSL, who will consider whether to inform parents or carers (unless doing so would place the child at additional risk), what internal support (including support from our scholars, faith mentors and mental health first aiders) is appropriate, and whether a referral to Family Help, children's social care, the Mental Health Support Team/CAMHS or the GP is needed. Where a child is at immediate risk, staff call 999. Our approach follows DfE guidance on promoting and supporting mental health and wellbeing in schools and colleges.

Looked after children and previously looked after children

We ensure that staff have the skills knowledge and understanding to keep looked after and previously looked after children safe.

We promote the educational achievement of registered pupils who are looked after, by working with the local authority and appointing a designated teacher for these children.

We provide a safe space for different pupils to speak and share their concerns with a member of staff.

Children with special educational needs and disabilities (SEND)

We recognise that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Such barriers include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- not recognising that what is happening to them is abuse, neglect or exploitation;
- needing intimate or personal care, which can increase vulnerability;
- being isolated from others and more dependent on adults for their care.

We therefore consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Use the following information:

•https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf (SEND Code of Practice: 0 to 25 years)

•https://assets.publishing.service.gov.uk/media/5ce6a72e40f0b620a103bd53/supporting-pupils-at-school-with-medical-conditions.pdf (Supporting Pupils at School with Medical Conditions). Also see:

https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3 (for templates and links to other useful resources)

•SENDIASS offers information, advice and support for parents and carers of children and young people with SEND. https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/north-west/blackburn-darwen and https://www.communitycvs.org.uk/index-html/sendiass/

• https://www.mencap.org.uk/ (an organisation that represents people with learning disabilities, with advice and for people who work with children and young people.

• https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send (NSPCC - Safeguarding children with special educational needs and disabilities (SEND)) and https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children#risk-and-vulnerability-factors (NSPCC - Safeguarding child protection/deaf and disabled children and young people)

DSLs liaise with relevant staff, in particular the SENCO when there is a safeguarding concern for a child with SEND.

Children with medical conditions
KCSIE 2026 makes clear that the management of a child's medical condition, including allergies, does not of itself warrant a referral to the local authority. However, the school recognises that a medical incident or pattern (for example a child being repeatedly sent to school without essential medication) may be an indicator of neglect or abuse. Staff report such patterns to the DSL, who liaises with the first aiders/medical lead and considers whether a referral is required. The school follows the DfE guidance Supporting pupils at school with medical conditions.

Child in Need (CIN)

Under section 17 (s.17 (10)) of the Children Act 1989, a child is 'in need' if:

- The child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- The child's health or development is likely to be impaired, or further impaired, without the provision of such services;
- The child is disabled.

Referral to Children's Services is via the Children Advice & Duty Service (CADS) (see the next section)

Child in Need of Protection

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- Is the subject of an Emergency Protection Order;
- Is in Police Protection;
- or where they have reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.
-

A professional making a child protection referral under s.47 must provide information that highlights what the child's unmet needs (underlying risk factors) are as well as

high risk indicators that potentially identify the child may be suffering or likely to suffer significant harm.

The underlying risk factors and high risk indicators are identified on:
http://panlancashirescb.proceduresonline.com/chapters/p_referral_social_care.html

Referral to children's social care

- **Telephone Blackburn with Darwen Borough Council's Children Advice & Duty Service (CADS) 01254 666400**

To ensure that our pupils are protected from harm & maltreatment, we need to understand what types of behaviour constitute abuse and neglect.

Abuse

Abuse is a form of maltreatment of a child. This could occur 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, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

There are four categories of abuse: physical, emotional, sexual and neglect:

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.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may involve verbal abuse, such as persistent criticism. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. It may feature age – or developmentally – inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve serious bullying (including online), causing children to frequently feel frightened or in danger, or the exploitation of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing, enticing or causing a child or young person to take part in sexual activities, 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 penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. A child under 13 can never legally consent to sexual activity, and sexual activity with a child under 16 is an offence regardless of whether the child agreed to it. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. It is not solely perpetrated by adult males as women can also commit acts of sexual abuse as can other children.

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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
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 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs
For training resources: Neglect Awareness - Course library - Blackburn with Darwen Learning (melearning.university)

Also see Specific Safeguarding Circumstances

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to CADS immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help and protect the child, for example, call 999;
- Report your concern to the DSL as soon as possible;
- Do not start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- Complete a record of concern;
- Seek support for yourself if you are distressed.

If a pupil discloses to you
It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened

what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.
If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils, staff will:

- Allow them to speak freely;
- Endeavour to utilise a neutral translator if necessary;
- Remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener;
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me';
- Not be afraid of silences – staff must remember how hard this must be for the pupil;
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this;
- Tell the pupil that in order to help them, the member of staff must pass the information on;
- Not automatically offer any physical touch as comfort. It may be anything but comfort to a child who has been abused;
- Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be interpreted by the child to mean that they have done something wrong;
- Tell the pupil what will happen next. The pupil may agree to go to see the designated safeguarding lead. Otherwise it is the duty of the member of staff to inform the DSL of what has been discussed. If the pupil does agree to go and see the designated safeguarding lead, the staff member should inform the DSL that the child will be coming to see them at some point;
- Report verbally to the DSL even if the child has promised to do it by themselves;
- Write up their conversation as soon as possible on the record of concern form and hand it to the DSL;
- Seek support if they feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents (if safe to do so). This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.
However, if the school/DSL believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care (particularly if the disclosure is sexual abuse, forced marriage, under Prevent Duty, Female Genital Mutilation or Fabricated and Induced Illness (FII)).

<u>Specific Safeguarding Circumstances</u>

Part One in 'Keeping children safe in education 2026' sets out information about specific forms of abuse and safeguarding issues. All school staff who work directly

with our children will read this and if they have concerns about a child's welfare speak to the DSL (or deputy) immediately.
In addition to the guidance above, school will ensure that the following safeguarding partnership arrangements are followed on the specific areas of concern using the following links (and additional information where provided):

Children in the Court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

http://panlancashirescb.proceduresonline.com/chapters/p_sg_youth_justice_sys.html?zoom_highlight=chidlren+in+the+court+system

https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds The guides explain each step of the process, support and special measures. https://helpwithchildarrangements.service.justice.gov.uk/ may help parents and carers.

Children missing education

The following link provides both the procedure and forms for school to follow:
https://panlancashirescb.proceduresonline.com/chapters/p_children_missing.html
http://www.lscb.org.uk/new-cme-form/

Children with family members in prison

https://panlancashirescb.proceduresonline.com/chapters/p_visit_prison.html

Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)

All staff will undertake CSE training appropriate to their role

The school curriculum (where sexual relationships/PSHE is delivered) will include relevant information around the risks associated with CSE.

Link to Pan Lancashire CSE Standard Operating Protocol which includes further guidance that school will follow if CSE is recognised**:**
http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html
Pan-Lancashire guidance on CCE & County Lines can be accessed at:
https://panlancashirescb.proceduresonline.com/chapters/p_gang_activity.html
CSA centre of Expertise on Child Sexual abuse has many resources: Supporting practice in tackling child sexual abuse - CSA Centre

Domestic Abuse

This abuse includes a wide range of behaviours (including psychological, physical, sexual, financial or emotional) and may be a single incident or a pattern of incidents. The children may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

http://panlancashirescb.proceduresonline.com/chapters/p_domestic_violence_abuse.html?zoom_highlight=domestici+abuse

The Domestic Abuse Act 2021 recognises and considers Children as Victims of Domestic Abuse, if they are Witness to incidents whereby, they hear, see and experience of the effect of domestic abuse and they are related to either the Victim or the Perpetrator of Domestic Abuse. The Act enables children to be protected by Law and be offered support as necessary. Domestic Abuse Act 2021 (legislation.gov.uk)

Children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Children may also cause harm to other family members (child-to-parent or caregiver abuse); staff who become aware of this speak to the DSL, who will consider what support the child and family need.

We recognise that experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and therefore offer appropriate support to children and families who experience domestic abuse supported by Operation Encompass.

Operation Encompass

Operation Encompass is a police and education early intervention safeguarding partnership which ensures that a child's school is informed that there has been an incident of domestic abuse to which the child or young person has been exposed. When an Operation Encompass notification is received by school it is transferred onto schools' recording system with actions linked to the notification.

The DSL will conduct an individual assessment of the child's needs, and decide on any school routine modifications that need to be made.

If there are additional concerns around the child's safety and wellbeing due to being aware of previously unknown information, a referral to CADS will be made.

Operation Encompass (https://www.operationencompass.org/) is a police and education early intervention safeguarding partnership which ensures that a child's school is informed, prior to the start of the next school day, that there has been an incident of domestic abuse to which the child or young person has been exposed, and which might then have an impact on them in school the following day.
Each school in Blackburn with Darwen is informed of all domestic abuse incidents, not just those where an offence can be identified or those which are graded as high risk. The partnership recognises that all incidents of domestic abuse can be harmful to children and young people.

Operation Encompass notifications should be transferred onto the schools preferred recording system with actions linked to the notification. This will help clearly identify any assessment, support and any actions taken that are linked to the notification.
A nominated member of staff, known as a Key Adult, has been trained to liaise with the police. They will be able to use information that has been shared with them, in confidence, to ensure that the school makes provision for possible difficulties experienced by children or their families.

Staff should conduct an individual assessment of the child's needs, and decide on any school routine modifications that need to be made, for instance, allowing the child time out, additional time to complete homework, discreetly providing the child with access to washing facilities, food and clothing (if available). They should record a brief summary of their assessment, and any support actions taken that directly relate to it.

If school staff have additional concerns around the child's safety and wellbeing due to being aware of previously unknown information, they should make a CP referral following existing referral procedures, even if they are aware of one having been done by the Police and Operation Encompass officers. They may possess unique information that they can share, that will more fully inform the picture of risk to a child or victim adult.
Schools will be on occasion be asked to provide the Local Authority, Safeguarding Partnership or the Domestic Abuse Strategic Board information in relation to analysis/audit of Operation Encompass notifications.

Homelessness

https://panlancashirescb.proceduresonline.com/chapters/p_child_living_away.html

Honour Based Abuse

Honour based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), child marriage, and practices such as breast ironing.
https://panlancashirescb.proceduresonline.com/chapters/p_honour_abuse.html

Preventing Radicalisation

See: https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024 for revised definition of radicalisation.

Prevent Duty

There is clear guidance for schools and childcare providers on "preventing" children and young people from being drawn into terrorism. https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Localised support including assemblies and workshops for children are provided by The Local Prevent Education Officer (Leanne Romney) and the Community Safety Team.

A Risk Assessment and associated documents is used in school, with support from the Prevent Team as required, to assess and manage risks relating to radicalisation, extremism and terrorism. Factors that may indicate risk can be assessed at:
https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/managing-risk-of-radicalisation-in-your-education-setting

It is also advised that schools should have a Prevent Policy.

To protect children from this risk is also part of safeguarding just as it is important to protect children from other forms of harms and abuse.

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act of 2015, to have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'.

http://panlancashirescb.proceduresonline.com/chapters/p_radicalisation.html

Peer abuse and sexual violence and harassment between children

http://panlancashirescb.proceduresonline.com/chapters/p_peer_abuse.html
The DSL or deputy should be aware of the local process for referrals to children's social care and making referrals to the police (see Part five, "reporting to the police", of Keeping children safe in education 2026, https://www.gov.uk/government/publications/keeping-children-safe-in-education--2, for further information). Useful resources include: CEOP Safety Centre; Find Specialist Support in your Area | The Survivors Trust; Rape Crisis England & Wales; Investigating and responding to sexual bullying (anti-bullyingalliance.org.uk); NSPCC harmful sexual behaviour guidance; and help@nspcc.org.uk, which is especially useful for the DSL and deputy.

Child Sexual Exploitation and Child Criminal Exploitation

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity. https://panlancashirescb.proceduresonline.com/chapters/p_ch_criminal_exp.html

Child Sexual Exploitation (CSE)

"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."
(Working Together, DFE: 2017)

Child Criminal Exploitation (CCE)

''Child criminal exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology''
(Criminal exploitation of children and vulnerable adults: county lines, Home Office: 2018)

KCSIE 2026 makes clear that both CSE and CCE can be committed or facilitated by an organised network or gang, and that the victim may themselves be part of that group. Both may constitute modern slavery; where a victim of CSE or CCE is identified the DSL will consider a referral to the National Referral Mechanism (see Modern Slavery below).

Serious Violence
KCSIE 2026 significantly strengthens the guidance on serious violence, which includes assault and the carrying, threatening to use or use of weapons. Violence between children may constitute a safeguarding issue. All staff are aware of the indicators that a child may be at risk from, or involved in, serious violence, including increased absence or disrupted education, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries, unexplained gifts or new possessions, and a history of offending. Staff are alert to the times and places at which children may be at greatest risk.
Any concern that a child is carrying, threatening to use or using a weapon, or has expressed an intention to do so, is reported to the DSL (or deputy) immediately. The DSL assesses the risk, takes appropriate action including de-escalating peer conflict where appropriate, informs the police where necessary, and considers a referral to Family Help or children's social care. The school recognises that children who display violent behaviour may themselves be at risk or in need of support, and safeguarding responses consider both the child who has been harmed and the child who has caused harm. Early support for children at risk of involvement in serious violence is vital. Further information: Serious violence strategy (HM Government) and Preventing youth violence and gang involvement (Home Office).

Child-on-Child Abuse (including harassment and violence)

This occurs when children abuse other children. KCSIE 2026 makes clear that child-on-child abuse includes harassment and violence, harmful sexual behaviour, and discriminatory and prejudice-based behaviour.

All child-on-child abuse is unacceptable and will be taken seriously by all staff.

Child-on-child abuse is most likely to include, but is not be limited to:

- Bullying, including online, prejudice-based and discriminatory bullying. Bullying (including cyberbullying) [Support is accessible from: d helpline@saferinternet.org.uk., Internet Watch Foundation IWF - Eliminating Child Sexual Abuse Online | IWF, Report Remove | IWF, Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk), CEOP Education (thinkuknow.co.uk), Undressed (lgfl.net)];
- Abuse in intimate personal relationships (teenage relationship abuse)
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Initiation/hazing type violence and rituals
- 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;
- Causing someone to engage in any sexual activity without consent
- Making or sharing nudes and semi-nudes, including images or videos that have been digitally altered or wholly generated using artificial intelligence (sometimes referred to as "deepfakes" or "deep nudes"). All such incidents, whether described as consensual or not, are safeguarding concerns;
- Up-skirting, 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.

- Discriminatory and prejudice-based behaviour, including racism, faith-targeted abuse and other prejudice-based incidents;
- Misogynistic behaviour, language and attitudes towards women and girls, including that which is normalised through online content, which can escalate into sexual harassment and sexual violence;
- Harmful sexual behaviour (HSB), which exists on a continuum from behaviour that is developmentally expected, through behaviour that is inappropriate or problematic, to behaviour that is abusive or violent.

At our school we minimise the risk of child-on-child abuse by:

- Developing and maintaining respectful and trusting relationships with all children
- Developing and delivering a curriculum that educates children about safe and healthy relationships and behaviour
- Having clear and consistent policies and procedures in place which set out the consequences of harmful and abusive behaviour
- Creating a culture with a zero-tolerance approach to abuse
- Never accepting harmful behaviour as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' and never reinforcing harmful gender stereotypes
- Challenge inappropriate behaviours between children in accordance with our behaviour and anti-bullying policies

Misogyny and harmful sexual behaviour. In line with KCSIE 2026 the school recognises the escalatory nature of misogyny and its link with harmful sexual behaviour. Misogynistic language, "jokes", and attitudes that demean women and girls, including those drawn from online influencers and content, are challenged immediately, recorded so that patterns can be identified, and addressed through our curriculum, assemblies and Islamic studies teaching on the dignity and respect owed to women. A failure to adopt a zero-tolerance approach to harmful sexual behaviour may lead to a culture of misogyny; early identification minimises the risk of harmful sexual behaviour occurring. Staff understand that harmful sexual behaviour exists on a continuum and use the NSPCC guidance on harmful sexual behaviour to identify and respond to it. The absence of reports does not mean that such behaviour is not happening.

Prejudice-based harm. Racist, faith-targeted and other discriminatory or prejudice-based incidents between children are recognised as child-on-child abuse. All staff recognise the impact of such behaviour on a child's welfare and it is considered within our safeguarding practice, recorded, and addressed under this policy and our behaviour and anti-bullying policies.

Children can confidentially report any form of abuse, including abuse from peers by speaking with any adult in school or by other means – suggestion box etc.

Particular consideration will be given to how children with SEND are able to report concerns.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and all staff will maintain an attitude of 'it could happen here' with regards to child-on-child abuse.

All victims of child-on-child abuse will be reassured that they are being taken seriously

All adults in school take concerns and allegations of child-on-child abuse seriously and will refer the concern to the DSL (or deputy) as soon as practically possible.

All staff will record of the concern or allegation of child-on-child abuse using the school's record keeping system.

DSL will provide the initial response to any allegations of child-on-child abuse by speaking with the victim/s and alleged perpetrator/s and make clear records of their conversations/investigations.

When an allegation of sexual violence or harassment is made the designated safeguarding lead (or deputy), will consider the following:

- informing parents or carers (unless this would put the victim at greater risk)
- a referral to local authority children's social care if a child is at risk of harm, is in immediate danger, or has been harmed, and
- when a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment.

When there has been a report of sexual harassment, the designated safeguarding lead will consider whether a risk assessment is required.

Risk assessments will be documented and kept under review.

The designated safeguarding lead (or a deputy) should engage with local authority children's social care and specialist services as required 5.31 Peer Abuse (proceduresonline.com)

In cases involving the making or sharing of nudes and semi-nudes, including images or videos that have been digitally altered or generated using artificial intelligence, the key consideration is for staff not to view, copy or forward such images of a child. In line with KCSIE 2026, all such incidents, whether described as consensual or non-consensual, are treated as safeguarding concerns and require a safeguarding response that is proportionate to the circumstances, including the ages of the children involved and any element of coercion, exploitation or vulnerability. The DSL will consider informing parents, a referral to children's social care and/or the police, and the use of Report Remove (Childline/IWF) to have content removed. Pupils are taught that creating or sharing such images of anyone under 18, including images generated using AI, is abuse and a criminal offence.

Staff should follow the following guidance: Sharing nudes and semi-nudes: how to respond to an incident (publishing.service.gov.uk)

The designated safeguarding lead will liaise with relevant staff and agencies to assess the level of support required for victim/s, alleged perpetrator/s and any other children affected. This may include:

- Internal pastoral support
- Early Help Assessment/CAF
- Referral to specialist services such as Local Authority children's social care.

Voyeurism (offenses) Act 2019

This act criminalises the act of 'up skirting' in which the Crown Prosecution Services defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when during the wearing of kilts, cassocks shorts or trousers.
All the children, and in particular the boarders, will be educated on this policy, the risks entailed, what constitutes abuse and the support-mechanism available.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is encompassed within a range of crimes of so called 'honour-based abuse' or 'honour-based violence' including forced marriage, the practice of breast ironing and FGM. There is a statutory duty upon teachers that they must report to the police cases where they discover that an act of FGM appears to have been carried out.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must inform the DSL if they have any concerns that a pupil may be having FGM surgery in the future in the UK but also abroad. Staff should not examine pupils.
http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow the above pan Lancashire safeguarding procedures.

Warning signs for FGM can be found in the HM Government Multi-Agency Practice Guidance (link below), and pages 59-62 focuses on the role of schools and colleges. Pages 38-41 gives guidance on the warning signs that FGM may be about to take place or has already taken place.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800306/6-1914-HO-Multi_Agency_Statutory_Guidance.pdf

Forced Marriage and Honour Based Violence

A forced marriage is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats (physical, or emotional or psychological) or any form of coercion. Schools play an important role in safeguarding children from being forced to marry and will follow local procedure (including liaising with the local police domestic abuse unit and contacting the FMU).
http://panlancashirescb.proceduresonline.com/chapters/p_forced_marriage.html

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling

cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage. This includes: signs; how education professionals can help including training for staff, introducing in RSE, providing a pastoral tutor, signposting appropriate materials etc.); and making referrals (in line with "Working Together" and "Keeping Children Safe in Education," etc. This is accessible at:
The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)

Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material.

We recognise that there are unique risks associated with online safety and the designated safeguarding leads have the relevant knowledge and up to date capability required to manage such risks.

Through our broad and balanced curriculum, children are taught about safeguarding, including in relation to online safety.

Online safety is a running and interrelated theme in our whole school approach to safeguarding, including training for all staff.

There are effective mechanisms in place to identify, intervene in, and escalate any online safety concerns.

There is an effective Online Safety policy in place which outlines such mechanisms in greater detail.

The governing body will carry out an annual appraisal of school's online safety using the Pan Lancashire guidance tool; Online Safety Governance Checklist available on: http://www.lancashiresafeguarding.org.uk/online-safeguarding/schools-the-childrens-workforce.aspx

Mobile phones, computers and other digital devices can be a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm may include sending hurtful or abusive texts and emails; enticing children to engage in sexually harmful conversations online; inappropriate/indecent webcam filming and photography or face-to-face meetings.

The school's online safety policy/use of mobile technology/or ICT security policy are updated **annually**. It will explain how we try to keep pupils safe in school when using the internet and mobile technology. Our approach to online safety is reviewed annually, supported by an annual risk assessment that considers and reflects the risks their children face. A free online safety self-review tool can be used via https://360safe.org.uk/ or https://lgfl.net/TypesOfHarm/OnlineSafetyAudit.

Children and young people may unknowingly also engage in activities that could put themselves and others at risk, such as revealing personal information and uploading images of others.

Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

- We will ensure that our pupils are taught how to keep safe online through our curriculum
- School policies/measures will encourage good behaviour and respect (this includes around bullying);
- We have an anti-bullying / behaviour policy that links to online safety;

- We ensure policies take into account equality and diversity;
- We ensure policies relating to searching a student or their property with and without their consent are written correctly;
- We ensure we have the appropriate filters and monitoring systems in place that do not restrict what children can be taught in regard to online teaching and safeguarding;

School will use 'Teaching online safety in school (DfE 2019) to ensure teaching of online safety is age and developmentally appropriate as outlined in: https://www.gov.uk/government/publications/teaching-online-safety-in-schools

The school will remain in contact with parents and carers to reinforce the importance of children being safe online and make aware of what sites and work the children may be asked to access and conduct online, and the systems the school uses to filter and monitor online use. However, since other means of internet and communication are available from the school, the use of their personal devices will be limited to as and when required in a controlled environment. Clear guidelines on personal devices and their use will be issued to pupils at induction and timely online-safety sessions. Any misdemeanour may result in the device being submitted to the headteacher who will, after communicating with the pupil, return it to parents. The device will then be returned to the pupil once it is cleared and checked.

The school's online safety policy is updated to reflect the KCSIE 2026 inclusion of online risks posed by **misinformation, disinformation, and conspiracy content**. These risks are monitored through both:

- **Technical filtering/monitoring systems**, and
- **Staff and DSL oversight**, including patterns of concern in conversation or behaviour.

Students are educated about the Islamic ethical importance of truth, avoiding slander, and critical thinking to resist false narratives. Staff are trained to report if pupils appear influenced by extremist, distorted, or conspiratorial content online.

Use of Artificial Intelligence (AI) and Filtering Compliance

KCSIE 2026 identifies artificial intelligence as a safeguarding issue in its own right and references the DfE guidance Generative artificial intelligence (AI) in education (August 2025), the DfE filtering and monitoring standards and the DfE guidance Mobile phones in schools. The four areas of online risk (content, contact, conduct and commerce) have been updated so that generative AI is a recognised risk factor, in particular in relation to contact and conduct, including AI-generated or digitally altered sexual imagery ("deepfakes"), the use of AI tools to groom, bully or harass, and children's inappropriate reliance on AI chatbots, including when in distress. KCSIE 2026 also references DfE guidance on **generative AI** and online filtering. Rawdhatul Ilm Wal Huda has:

- Established clear rules for AI use (e.g., ChatGPT, AI essay tools) under an Acceptable Use Policy.
- Reviewed filtering and monitoring systems using the DfE's "Plan Technology for Your School" self-assessment tool.
- Trained staff on the safeguarding risks associated with AI tools, including deepfakes, hallucinated content, or inappropriate student reliance on such systems.

Mobile phones. In line with the DfE statutory guidance Mobile phones in schools, which applies from 1 September 2026 and is referenced in KCSIE 2026, the school is a mobile-free environment by default: personal mobile phones and similar devices are not used by pupils during the school day, including lessons, break and lunch times. Boarders' devices are managed by the boarding staff under the boarding rules. Exceptions are made where a device is needed for medical reasons or to meet a special educational need or disability. The approach is communicated clearly to pupils and parents at induction and is set out in the school's Acceptable Use and Behaviour policies.

Filtering and monitoring review. In line with KCSIE 2026 and the DfE filtering and monitoring standards, a senior member of the leadership team is responsible for our filtering and monitoring systems, supported by the DSL and IT support. The effectiveness of the systems is reviewed at least once every academic year and following any significant change: checks are carried out on all internet-connected devices in all relevant locations (including the boarding provision) to confirm that filtering blocks harmful and inappropriate content (including pornography, self-harm and suicide, extremism, serious violence, misogynistic and AI-generated harmful content, and misinformation), that monitoring alerts are received promptly by the DSL team and acted upon, and that legitimate teaching, including teaching about risk, is not unreasonably restricted by over-blocking. Records of the checks, the findings and any action plan are kept and reported to governors, alongside the annual online-safety governance check and self-assessment. Staff know their roles in relation to filtering and monitoring and how to escalate a concern. Where monitoring identifies a concern about a child, the DSL follows the procedures in this policy.

Modern Slavery & County Lines

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery, e.g. human trafficking, slavery, sexual and criminal exploitation, forced labour and domestic servitude. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

Children do not need to give their consent to be referred to the NCA.

Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery

The DSL should then contact the NCA and the following persons:

- BwD CADS for concerns about children possibly subject to Modern Slavery.

http://panlancashirescb.proceduresonline.com/chapters/p_modern_slavery.html?zoom_highlight=modern+slavery

County lines

This refers to the gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county

lines network. Further information on the signs of a child's involvement in county lines is available at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf

Gender-based violence/violence against women and girls/Racist, disability and homophobic or transphobic abuse

https://panlancashirescb.proceduresonline.com/chapters/p_diversity.html

A child being, or perceived as others to be, lesbian, gay, or bisexual may be targeted by other children.

Children who are questioning their gender
KCSIE 2026 incorporates statutory guidance on responding to children who are questioning their gender. It is not for the school to initiate any action; this guidance applies where a child, or their parent, raises a request for the school to support a social transition (for example a change of name, pronouns or uniform). The school takes a cautious, case-by-case approach led by the DSL, considering the child's best interests, their wider vulnerabilities (which may include mental health needs or additional diagnoses), the impact on other children, and any clinical advice available. Parents and carers are involved as a matter of priority and their views carry great weight and are properly considered, other than in the rare circumstances where involving parents would constitute a significant risk of harm to the child, in which case the DSL determines what action should be taken. Decisions, the reasons for them and the persons consulted are recorded.
Toilets, changing facilities, and boarding and other residential accommodation are provided on the basis of biological sex, and the school does not permit a child to use facilities designated for the opposite sex. Where a gender-questioning child does not wish to use the facilities for their sex, the school considers whether alternative provision (such as a single-use, self-contained facility) can be made without compromising the single-sex provision for other children. Where there are safety concerns about mixed-sex sport, sport is provided in single-sex groups without exception; in other cases the school considers all relevant factors including fairness and the guidance of the relevant sporting body. A child who is questioning their gender may be at greater risk of bullying and the school addresses this under its anti-bullying policy. Where a child's circumstances raise a safeguarding concern this policy applies. See KCSIE 2026, Part two, "Children who are questioning their gender", and the DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (2026).

To minimise compounded risks, it is important that staff gain the trust of the children, reduce any additional barriers and create a culture where they can share their concerns with staff open.

Relationships, education, relationships and sex education (RSE) and health education (DfE)

The revised DfE statutory guidance on this curriculum applies from 1 September 2026, with safeguarding and keeping safe at the heart of these topics. Good practice allows children and young people to discuss potentially sensitive issues in a safe environment. However, should these raise safeguarding concerns then the safeguarding and child protection policy will apply.

See: Jamiah`s **Nigh-time Support Policy** for the **risks associated with children sharing overnight accommodation.**

Safeguarding in Alternative and Off-Site Provision

The DSL oversees all off-site educational placements including vocational training or external Islamic education. Rawdhatul Ilm Wal Huda ensures:

- **Written safeguarding assurances** (e.g., DBS and safer recruitment checks) from all external providers.
- **Ongoing monitoring** and review of pupil welfare at each placement.
- **A central record** of placement providers, key contacts, and placement dates is maintained by the DSL and reviewed termly by governors.

Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- Taking all suspicions and disclosures seriously;
- Nominating a link person (DSL) who will keep all parties informed and be the central point of contact;
- Nominating a separate link people for the child and member of staff, where a member of staff is the subject of an allegation made by a pupil, to avoid any conflict of interest;
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- Reassuring **all** victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe;
- Reduce any barriers faced by pupils with `protected characteristics`, including any additional barriers faced by those who identify as LGBT or are perceived by others to be as such, and provide a safe space for them to speak out to a trusted adult or share their concerns with. Support to help schools counter homophobic, bi-phobic and transphobic bullying and abuse can be accessible at https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education ;
- Explaining to them, without causing alarm or distress, that the law is in place to protect children and young people rather than criminalise them;
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- Storing records securely;
- Understanding intra familial harms and deliberating any necessary support for siblings following incidents;
- Offering details of helplines, counselling or other avenues of external support;
- Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures;
- Cooperating fully with relevant statutory agencies;
- Making sure a neutral interpreter is available when English is not the child's first language;

- Providing time for the member of staff to reflect on child protection issues (e.g. through peer support and/or reflective safeguarding practice/supervision) as outlined in Working Together to Safeguard Children.

Sexual Relationships Between Children

At Rawdhatul Ilm Wal Huda, we recognise that children living in residential settings form close relationships with their peers. While we promote healthy friendships and respectful interactions, sexual relationships between children (including boarders) are not appropriate and are not permitted under any circumstances.

This is because:

- All children, regardless of age or developmental stage, have the right to grow up in a safe, respectful, and protective environment.
- Sexual relationships in a school setting – even if mutually agreed – can undermine emotional wellbeing, blur boundaries, and impact the safety and dynamics of the residential community.
- Legally and developmentally, children are not in a position to provide informed consent in such relationships, and there may be imbalances of power, coercion, or misunderstanding of boundaries.

Jamiah has a clear responsibility under Keeping Children Safe in Education 2026 to prevent child-on-child sexual harm, ensure appropriate supervision, and respond proportionately to all incidents or disclosures.

All boarders are explicitly taught about this policy as part of their induction and through ongoing education in PSHE, RSE, and keyworker sessions.

Any report or disclosure of a sexual relationship between children will be taken seriously and dealt with under our safeguarding procedures. This includes:

- Risk assessment and supervision reviews
- Support for the children involved
- External agency involvement where necessary (e.g., MASH, LADO, Police)

Safer Recruitment

School has in place robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in our school.

Our school demonstrates its commitment to safeguarding throughout all its recruitment processes such as:

- Advert
- Application form
- Shortlisting
- Checking employment history and references
- Interview and selection

Appropriate pre-employment vetting and checks will be undertaken to help identify whether a person may be unsuitable to work with children or is legally prohibited.

All offers of appointment are conditional until satisfactory completion of the mandatory pre-employment checks. These are:

- Verification of a candidate's identity
- An enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children)
- When using the DBS update service, the original physical DBS certificate will be checked
- Verification of the candidate's mental and physical fitness to carry out their work responsibilities
- Verification of the person's right to work in the UK, including EU nationals.
- A prohibition from teaching check
- Checks on people who have lived or worked outside the UK
- A check of professional or essential qualifications
- A check to see if a Section 128 direction has been issued for an individual participating in the management of the school holding or continuing to hold office as a governor of a maintained school.

A single central record of pre-appointment checks is maintained.

The single central record includes all staff, including teacher trainees on salaried routes agency and third-party supply staff, even if they work for one day.

The single central record must also include all members of the proprietor body.

The single central record indicates when pre-employment checks have been carried out or certificates obtained, and the date on which each check was completed, or certificate obtained.

Written notification is obtained from any agency, or third party organisation, that they have carried out the checks on an individual who will be working at the school or college that the school or college would otherwise perform, including supply staff.

This written notification confirms the certificate has been obtained by either the employment business or another such business.

The date this confirmation was received and whether details of any enhanced DBS certificate have been provided in respect of the member of staff is included on the single central record.

Where the agency or organisation has obtained an enhanced DBS certificate which has disclosed any matter or information, a copy of the certificate is obtained from the agency.

The details of an individual are removed from the single central record once they no longer work at the school.

The school does not keep copies of DBS certificates.

A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications is kept in an individual's personnel file.

We ensure that any contractor, or any employee of the contractor, who is to work at the school, has been subject to the appropriate level of DBS check.

The identity of contractors is checked on arrival at the school.

When applicants for initial teacher training are salaried by the school, we ensure that all necessary checks are carried out. This includes an enhanced DBS check with children's barred list information when trainee teachers are engaging in regulated activity relating to children.

Assurances are obtained that the appropriate level of DBS check has been undertaken for visitors who attend school in a professional capacity. Their ID is checked upon arrival at school.

When such assurances cannot be obtained school will check the DBS certificate and corresponding ID.

Risk assessments are undertaken on all volunteers working at the school.
Where the school arranges work experience, a person supervising a child on work experience for more than three days in a 30-day period is in regulated activity and is checked accordingly; the school also satisfies itself that work experience providers have appropriate arrangements to protect children from harm. Children under 16 cannot themselves obtain a DBS check.

All governors have an appropriate level of DBS check.

New checks on existing staff will only be undertaken when:

- an individual working at the school moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children.
- there has been a break in service of 12 weeks or more, or
- there are concerns about an individual's suitability to work with children.

Our school endeavours to do our utmost to employ 'safe' staff by ensuring our recruitment, selection and pre-employment processes are in line with statutory guidance including Disclosure and Barring Service (DBS) and 'Keeping children safe in education 2026' and these are contained within our policy.

Jamiah will ensure that any contractor or their employees has been subject to the appropriate level of DBS check prior to undertaking work in school.

In Brief:

Regulated activity requires an enhanced DBS certificate and this includes barred list information. Regulated activity is if a member of staff:

- Will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- Will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engages in intimate or personal care or overnight activity, even if this happens only once.
-

Secretary of State Teacher Prohibition Orders and Section 128 Direction

A teacher who is appointed will require an additional check to ensure they are not prohibited from teaching.

School will register and complete these checks as appropriate:
https://www.gov.uk/guidance/teacher-status-checks-information-for-employers
In addition, the Secretary of State 128 direction prohibits or restricts a person from taking part in the management or as a governor of a maintained school.

For staff who have regular contact not classed as regulated activity: an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors that would have the opportunity for contact with children and who work under a temporary or occasional contract.

Volunteers: The Crime and Policing Act 2026 removed the "supervision exemption" from the definition of regulated activity. From 1 September 2026, any volunteer who teaches, trains, instructs, cares for or supervises children frequently (once a week or more, or on four or more days in a 30-day period, or overnight) is engaged in regulated activity regardless of whether they are supervised, and an enhanced DBS check with children's barred list information is required. This applies to new and existing volunteers; the school has reviewed all existing volunteers and obtained the required checks, liaising where appropriate with other organisations for whom a volunteer also works. Where a volunteer is not in regulated activity, the school considers whether another level of DBS check is appropriate. Where a DBS certificate is awaited, the volunteer is appropriately supervised and all other checks, including a separate children's barred list check, are completed before they start. The school will refer a volunteer to the DBS where the referral criteria are met, as it would for a member of staff. Our school has regard to Part 3 and Annex F of Keeping Children Safe in Education 2026 when deciding which checks to undertake.

External contractors in regulated activity: An enhanced DBS certificate, which includes a barred list check, will be required.

Single Central Record:

Keeping children safe in education, sets out the school's responsibility to keep all staff details on the Single Central Record (example Appendix B). This will cover the following:

- All staff (including supply staff, and teacher trainees on salaried routes) who work at the school: and
- All members for independent schools, including academies and free schools, and the proprietor body.

Safer recruitment means that all applicants will (appropriate to the role & responsibility) have the following:

- Their identity checked;
- A barred list check;
- An enhanced DBS check/certificate;
- A prohibition from teaching check;
- A section 128 check;
- Further checks on people living or working outside the UK;
- A check of professional qualifications: and
- A check to establish the person's right to work in the UK

School has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to a child (or vulnerable adult). School will follow DBS guidance on referrals as per the GOV.UK website.

Allegations of abuse and safeguarding concerns against teachers and other staff

An allegation that may meet the harm threshold (which applies equally to trainee teachers, who are treated in the same way as supply and contracted staff, with the school remaining responsible for establishing the facts and managing the safeguarding process while the training provider or agency will

usually lead on any disciplinary action) refers to anyone working in the school, including supply teachers, volunteers and contractors that has:

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

When any such an allegation is made CSAP procedures will be followed. 6.4 Allegations Against Persons who Work with Children (including Carers and Volunteers) (proceduresonline.com)

A concern or allegation that does not meet the harm threshold (low-level concern) refers to anyone working in the school, including supply teachers, volunteers and contractors that have acted in a way that:

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

All staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others.

All staff will report any low-level safeguarding concerns to the DSL or with the headteacher.

Unprofessional behaviour is challenged, and support is given to the individual to correct it at an early stage.

Low-level concerns are managed sensitively and proportionately.

Low-level concerns can help identify any weakness in the school or colleges safeguarding system.

Employers of supply staff and contractors will be notified of any low-level concerns relating to their employees.

If there is any doubt as to whether a reported low-level concern meets the harm threshold, advice will be sought from the LADO.

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff 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 is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Head Teacher;

Allegations against the Head Teacher should be reported to the Chair of Governors;

The Headteacher and/or Chair of Governors must discuss the allegation with the Local Authority Designated Officer (LADO);

The full procedures for dealing with allegations against staff can be found in the following local safeguarding policy on allegations against staff:
http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html

Staff conduct: Staff that are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount and that they have a duty to respond and inform the Designated Safeguarding Lead.
The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.
All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher.
All low-level concerns should be shared initially with the headteacher. The headteacher may wish to consult with the DSL and take a collaborative decision-making approach. If in any doubt as to whether this information even meets the harm threshold, they should consult with their LADO.
Complaints about the Head Teacher should be reported to the Chair of governors.

Confidentiality, Record Keeping & Information Sharing

Record keeping

An important part of safeguarding is ensuring that detailed, accurate and secure written records of concerns and referrals are kept.

The record keeping system used in our school is the school's Safeguarding Concern Form (Parts 1–4, see Appendix), held securely by the DSL together with the pupil's separate child protection file and chronology.

Staff will receive relevant information and training at induction and when required that enables them to use the school's record keeping system effectively.

All safeguarding and child protection concerns, discussions and decisions made and the reasons for those decisions, will be recorded on the school's Safeguarding Concern Form and the pupil's child protection file

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them.

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Head Teacher or DSL.

Child protection information will be stored and handled in line with guidance from the Information Commissioner's Office and UK GDPR requirements.

If in doubt about recording requirements, staff will discuss this with the designated safeguarding lead (or a deputy).

Where children leave the school or college, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives.

Confirmation of receipt of the child protection file should be obtained and retained by the school the child has left.

Information Sharing

Early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already a child in need, a child with a protection plan or a looked after child.

Staff will not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe.

Staff will only discuss concerns with the Designated Safeguarding Lead, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-¬know' basis.

Where children leave school, the designated safeguarding lead will consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

Information sharing advice for safeguarding practitioners - GOV.UK (www.gov.uk) supports staff who have to make decisions about sharing information.

DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.

The Children's Wellbeing and Schools Act 2026 introduces a statutory duty on relevant agencies, including schools, to share information where it is necessary to safeguard and promote the welfare of a child, and provides for a Single Unique Identifier for children to support consistent information sharing across education, health and social care. Working Together to Safeguard Children 2026 strengthens expectations on proportionate information sharing between schools, local authorities and safeguarding partners, including through the multi-agency child protection teams. The school shares information in line with these duties and the DfE Information sharing advice for safeguarding practitioners.

Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Safeguarding Lead, Head Teacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act and General Data Protection Regulations (2018). Information is:

- Processed for limited purposes;
- Adequate, relevant and not excessive;
- Accurate;
- Kept no longer than necessary – local authority guidance is 25 years after leaving school/education;
- Processed in accordance with the data subject's rights;
- Secure.
-

Written record of concern forms will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Safeguarding information must follow the child throughout their education as an additional separate record but a copy must be retained by each school attended for the set time as above/99 years.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher or DSL.
The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

The school policy will reflect the local safeguarding partnership Multi Agency Information Sharing Policy:
http://panlancashirescb.proceduresonline.com/chapters/p_info_share_confident.html

Inclusive Terminology and Anticipated Guidance

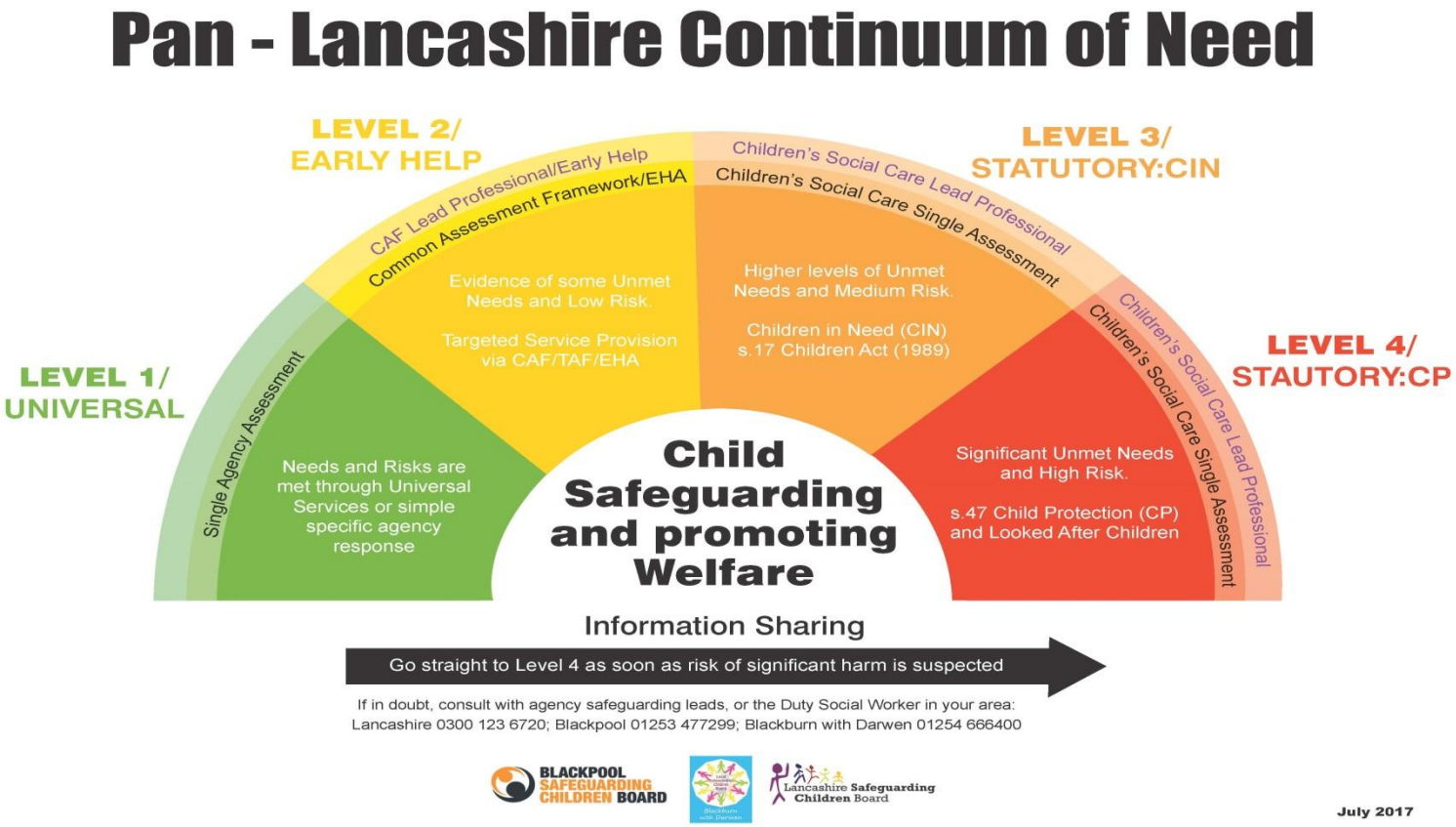
The school is committed to inclusive, respectful terminology in line with updated KCSIE language. We use "autism" rather than "autism spectrum disorder" and continually review SEND policies to reflect this.
The revised DfE statutory guidance on the following has now been published and is incorporated into this policy and our curriculum, ensuring compatibility with the school's Islamic ethos and statutory duties:

- **Relationships Education, Relationships and Sex Education (RSE) and Health Education (in force from 1 September 2026)**, and
- **Children who are questioning their gender (KCSIE 2026, Part two)**.

Policies that offer additional safeguarding information/links:

- Confidentiality & Information Sharing
- Physical intervention and the use of reasonable force
- Personal and Intimate Care
- Visitors and Contractors
- Health and Safety, including community use of school buildings
- Health and Wellbeing
- Complaints procedure
- Anti-bullying
- Online safety
- School attendance policy
- Appropriate physical contact
- Whistleblowing
- Education Health Care Plan
- Behaviour
- Missing from education
- Safer recruitment
- Managing allegations
- Grievance and disciplinary
- Educational Visits
- Managed moves and alternative provision
- Data Protection
- ICT Security
- Children In Our Care

Appendix A



The Pan-Lancashire Children's Continuum of Need and Response (CoNR) Framework is a guidance tool to assist all those whose work brings them into contact with children, young people and their families (including the unborn child) to identify the level of help and protection required to ensure children grow up in circumstances that achieve their best outcomes.

The table below defines the four levels of the framework and there are more detailed need and risk indicators contained within the booklet accompanying this which can be found on the LSCB website: www.lscb.org.uk

Level	Risk & Need	Definition of the Level
1	Needs & Negligible Risk	**Universal Service Provision** • Primary prevention services being accessed by parents/carers through universal service routes; effects of socio-economic disadvantage addressed • Good enough parenting • Social and emotional readiness for school and equipped for life • Step Down from level 2: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools required to transform lives
2	Evidence of Some Unmet Need(s) & Low Risk	**Single Agency Targeted Service Provision and Child and Family Plan (CAF)** • Selective primary prevention services offered to vulnerable groups/areas • Variety of unmet needs and 'underlying risk factors' that are not being met, making the child potentially vulnerable and requiring multi-agency early help to ensure the child maintains the capacity and protective factors to sustain satisfactory development • Parenting and parental relationships requiring additional support and guidance • Secondary prevention to respond quickly to low level problems to prevent them getting worse; interventions designed to stop falling into difficult circumstances • Step Down from level 3: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools required to transform lives
3	Higher Levels of Unmet Needs & Medium Risk	**Child in Need (CIN) – s.17 Children Act (1989)** • Unlikely to meet developmental milestones without concerted multi-agency support led by a social worke • Variety of unmet needs and 'underlying risk factors' that are not being addressed (including resistance at CAF level to address), making the child vulnerable and unlikely to achieve good outcomes

Level	Risk & Need	Definition of the Level
		• Tertiary prevention services including responding to serious problems and avoiding them becoming entrenched • Step Down from level 4: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools/services required to transform lives
4	Significant Unmet Needs & High Risk	**Child Protection (CP) and Looked After Children (LAC)** • Reasonable cause to suspect the child is suffering, or likely to suffer, significant harm requiring immediate multi-agency management and service provision – **s.47 Children Act (1989)** • Possible unaddressed 'underlying risk factors' and the presence of 'high risk indicator(s)' • Child accommodated by the local authority due to: the child having no person who has parental responsibility for him/her; or, the child being lost or abandoned; or, the person caring for the child is prevented from providing suitable accommodation or care – **s.20 Children Act (1989)** • Child is suffering, or likely to suffer (if a court order were not made), significant harm and that the harm, or likelihood of harm is attributable to the care given to the child (the care not being what it would be reasonable to expect a parent/carer to provide) – **s.31 Children Act (1989)** • Tertiary prevention services including responding to serious problems and avoid them becoming entrenched

The following is the booklet to accompany the Continuum:

http://www.lscb.org.uk/wp-content/uploads/Continuum-of-Need-Booklet-Sept-2017.pdf (TO BE UPDATED SOON)

Appendix B Suggested Single Central Record Template

Identity				Qualifications		Prohibition from teaching or management check (section 128	List 99/Barred List check	DBS/enhanced		Child Care Regulations 2009 check	Right to work in the UK	Overseas criminal records checks
Name	Address	Date of Birth	Evidenced & date	Qualifications required: yes/no	Qualifications evidenced: yes/no & date	Check evidenced & date	Check evidenced & date	Check evidenced & date	Disclosure Number	Check, evidenced &date	Check evidenced & date	Check evidenced & date

Safeguarding Concern Form

CONFIDENTIAL

PART 1: INTERNAL NOTIFICATION OF CHILD PROTECTION/WELFARE CONCERN TO THE DSL

Name(s) of pupil:	
D.O.B.	
Class / Year	
What is the nature of your concern?	
- What are you most concerned about? i.e. physical, sexual, emotional abuse or neglect, self-harm, bullying, sexual exploitation, sexualised behaviour, honour-based violence / forced marriage, e-safety issues, radicalisation, other … - Have you had any previous concerns about this pupil? If so, what, when, action? - ***If you have received a 'disclosure' from or about a child please complete Part 2 overleaf***	
Are there any injuries of concern?	Yes / **No**
Describe injury and complete 'Part 3: Body Map' to show where the injury is and its approximate size	
Any action already taken	
Signed	
Name	
Job title	
Time/Date	
If you have received a 'disclosure' from or about a child please complete Part 2 overleaf	

PART 2: RECORD OF 'DISCLOSURE' FROM / ABOUT A CHILD

**It is not advisable to try and complete this record at the time. The important thing is to listen actively and carefully and reassure the child.*

Name of person to whom the 'disclosure' has been made	
Position / relationship with child	
How did the 'disclosure' come about i.e. when and where?	
Who was present when the disclosure was made?	
Summary of information disclosed	

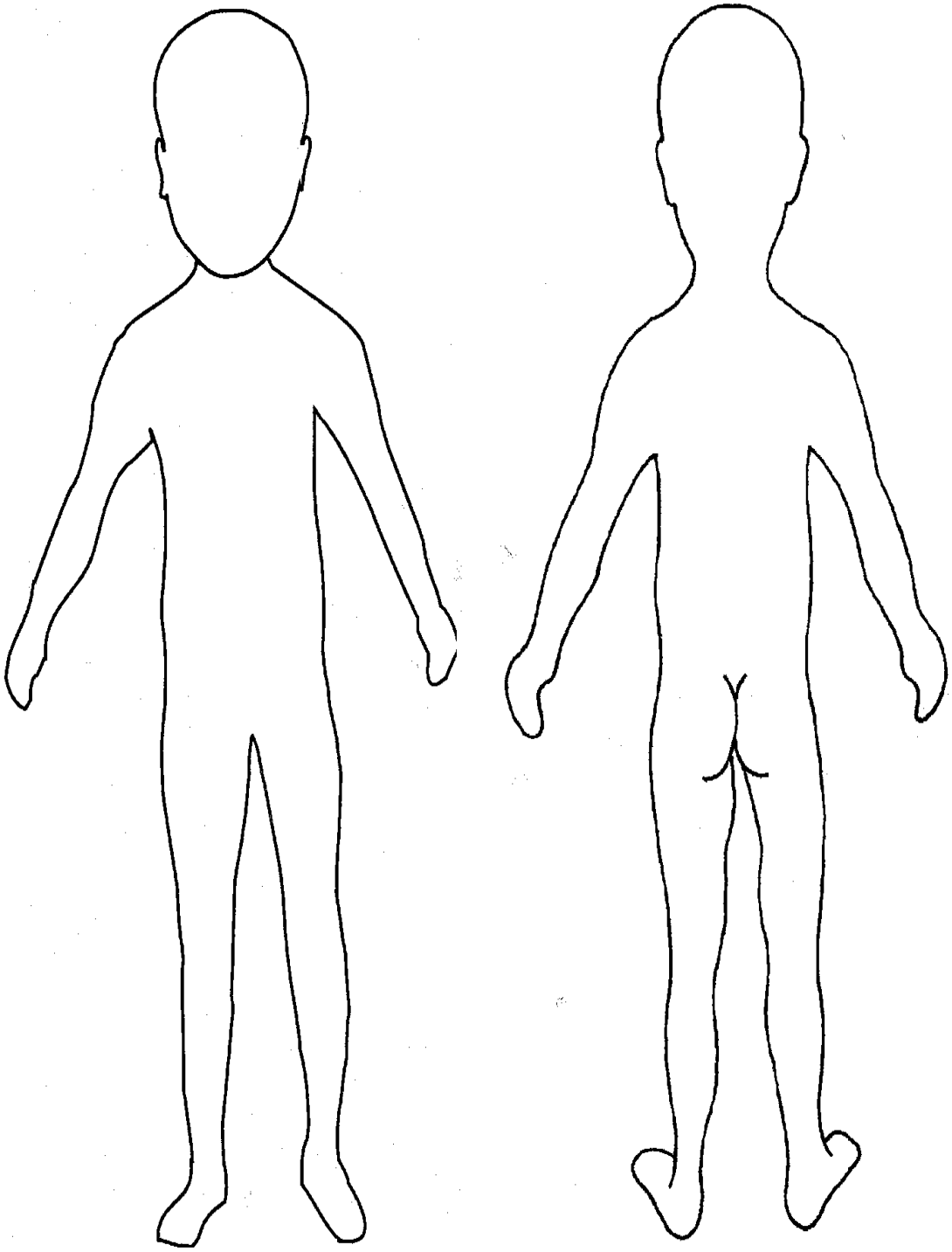
WHO is said to be involved	
WHAT is said to have happened / be happening?	
WHERE is this said to have happened / be happening?	
WHEN is this said to have happened / be happening i.e. duration, most recent occasion etc?	
WHO else may have witnessed what happened?	
HOW and where is the pupil now?	
Continuation sheet added	YES / NO

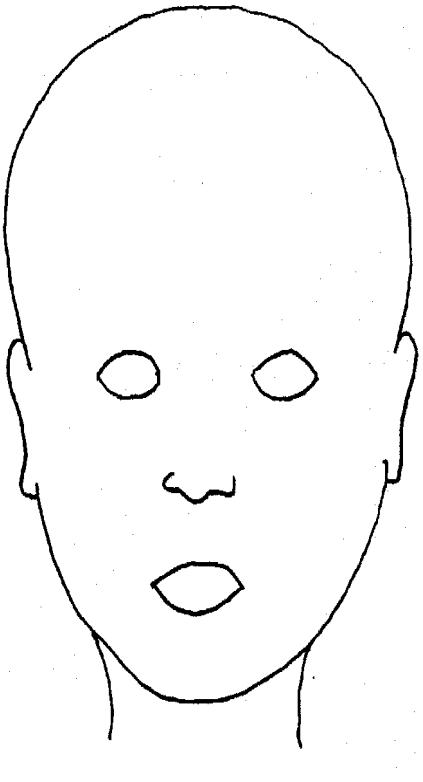
Note:

- *Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them wherever possible.*
- *If you have used quotes please ensure that they are accurate.*
- *Make a note of any open questions asked or minimal prompts used.*
- *Any notes made 'at the time' should be attached to this pro-forma; these may be required as evidence if the matter goes to court.*

Signed	
Name	
Job title	
Time/Date	

PART 3: BODY MAP





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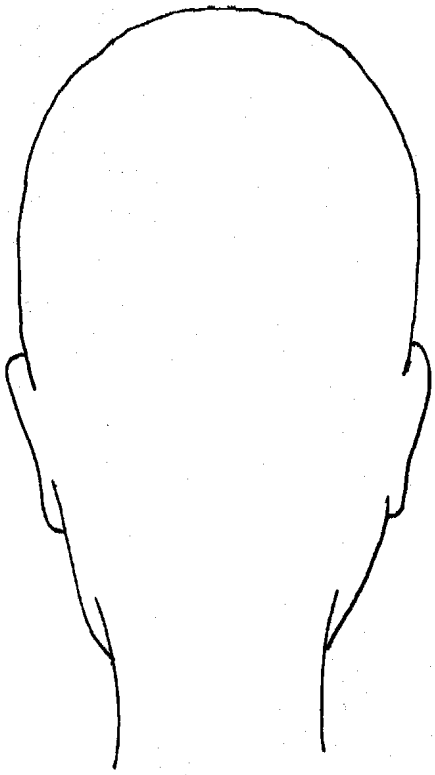

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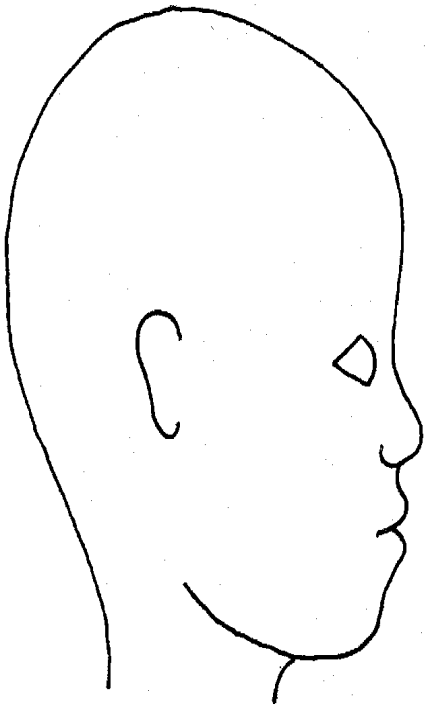

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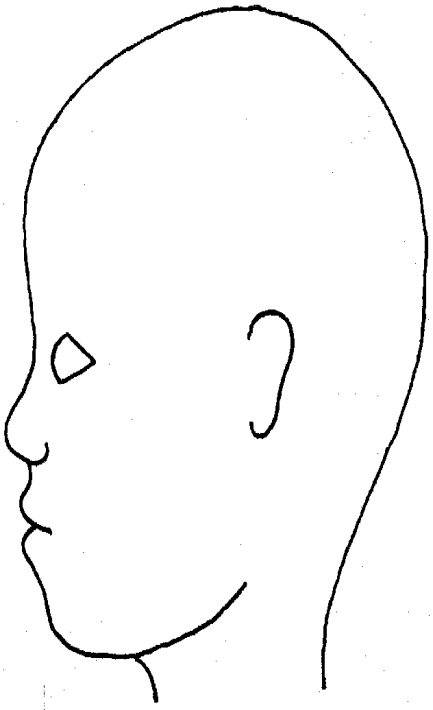

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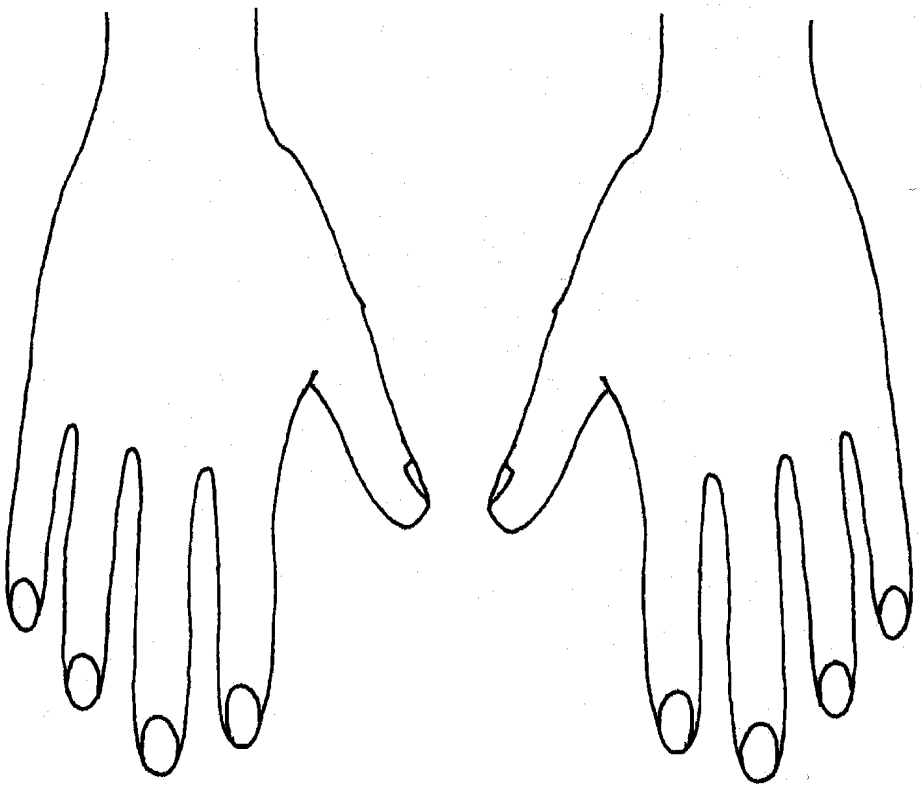

R L

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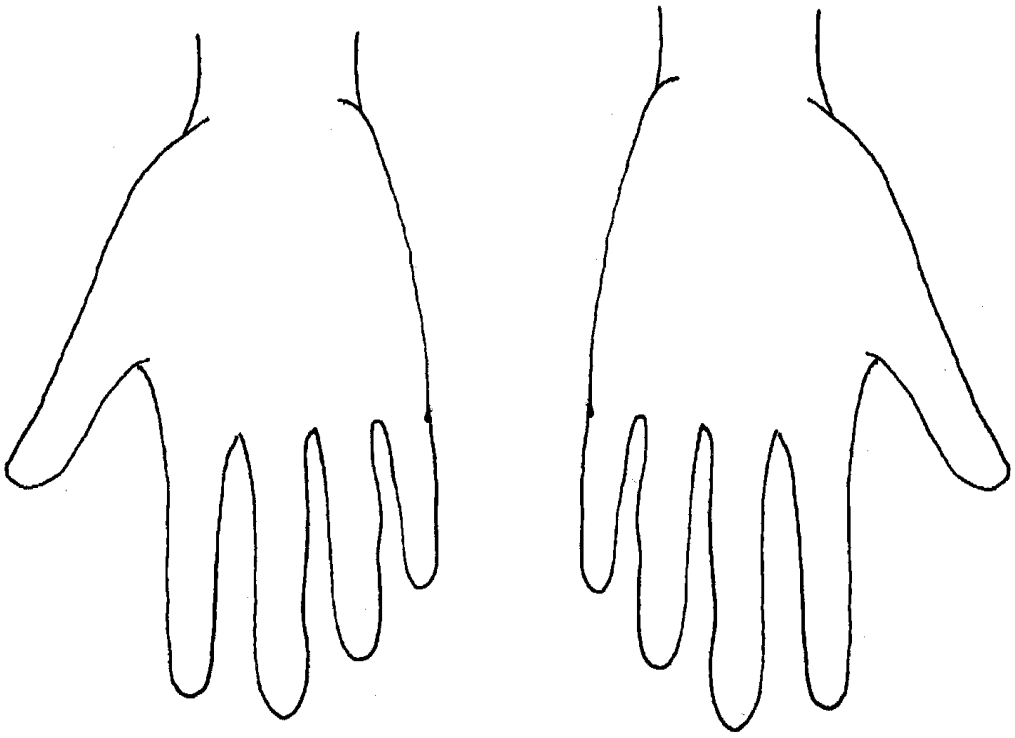

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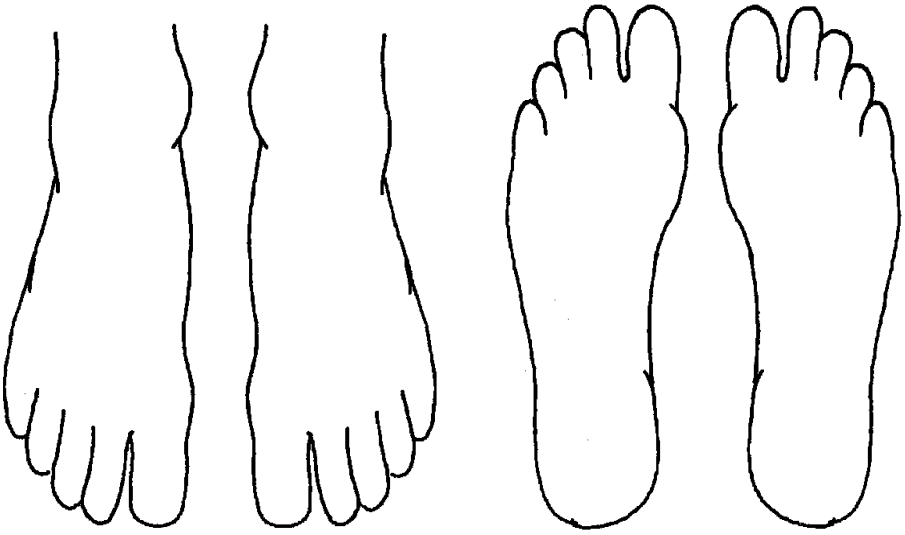
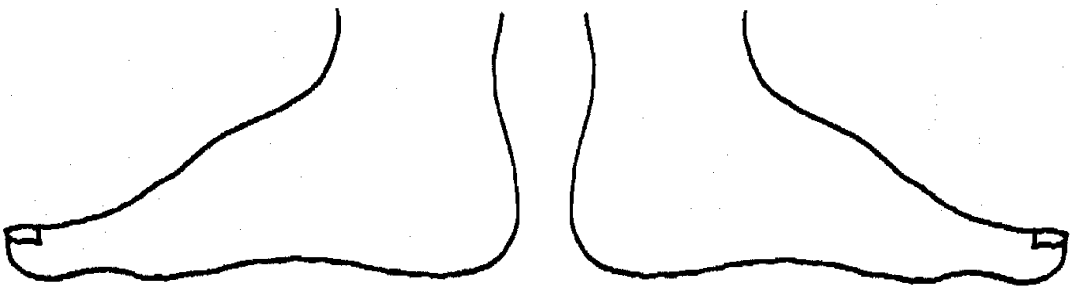
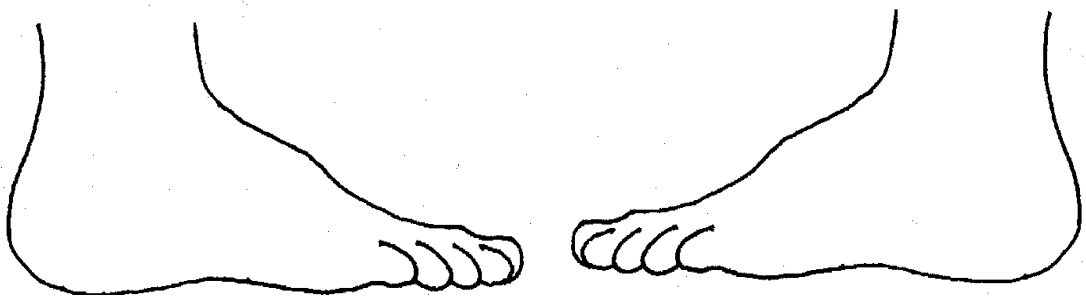


R TOP L R BOTTOM L



R L

INNER



R L

OUTER

PART 4: ACTION TAKEN BY DSL

Time and date information received by DSL and from whom	Time	
	Date	
	From	
Action taken (internal & external advice sought, referral to SENCO, Attendance Officer, Children's Social Care, continued monitoring etc) Include time, dates, names, who information shared with and when etc		
Parents informed and reasons?	Yes / No	
Pupil Child Protection File created?	Yes / No	
Front Sheet populated?	Yes / No	
Chronology Record started/updated	Yes / No	

Signed by DSL	
Name	
Time/Date	