



KD
GRAMMAR
SCHOOL
FOR BOYS
FAITH • LEARNING • LIFE

Parent's guide to KDGS Safeguarding policy & practice. 2019 -2020

**Kassim
Darwish
Grammar
School for
Boys**

**The Prophet (pbuh) said: "A Muslim is one from
whose tongue and hand people are safe" – Sahih
Bukhari**

At Kassim Darwish Grammar School for Boys we are committed to safeguarding and promoting the welfare of all children, in line with the duty placed on us by section 175 of the Education Act 2002.

We strongly believe that all students have the right to feel safe and to be protected from physical, sexual or emotional abuse and neglect.

The importance of safeguarding students' welfare is paramount to us. Hence, we have compiled important points that parents should be aware of about safeguarding and the protocol followed in our school.

This has been developed in accordance with the principles established by the Children Act 1989 and 2004, the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' (2018), Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' (2000), 'What to do if You are Worried a Child is Being Abused' (2015) and 'Advice for practitioners providing safeguarding services to children, young people, parents and carers'. The guidance reflects 'Keeping Children Safe in Education' 2018.

Islamic Importance of Safeguarding

The model for human behaviour and interaction has been given to us by Islam and the Prophet Muhammed (peace be upon him)

The Quran states:

"The faithful servants of the beneficent are those who walk upon the earth modestly."
(Al Furqan 25:63)

The following are some of the Hadith of the Prophet (pbuh):

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

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

Our commitment

At our school, safeguarding encompasses a range of areas from child protection, safer recruitment, managing disclosures and working with other agencies such as social services and the Local Authority Safeguarding Teams. It is also supported by our approach to behaviour management, our response to managing bullying and racist incidents, our response to care and control, our response to children who are absent from school, our response to the use of technology in school, our management of children with medical needs, our first aid arrangements, our management of educational visits and our health and safety procedures, including site security. These are documented separately.

Throughout our work, we have a clear commitment to supporting families. We aim to work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our students.

We recognise that all adults, including temporary staff, volunteers and Trustees, have a full and active part to play in protecting our students from harm, and that the students' welfare is our paramount concern.

What is Safeguarding?

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

KDGS is committed to safeguarding and promoting the welfare of all its students.

We believe that:

- All students have the right to be protected from harm;
- Students need to be safe and to feel safe in school;
- Students need support which matches their individual needs, including those who may have experienced abuse;
- All students have the right to speak freely and voice their values and beliefs;
- All students must be encouraged to respect each other's values and support each other;
- All students have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy, healthy sociable student will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours;
- All staff and visitors have an important role to play in safeguarding students and protecting them from abuse.

Your Designated Safeguarding Team

Dr D Ghidaoui
Deputy Headteacher
d.ghidaoui@kdgrammar.co.uk

Mr A Hussain
Headteacher
a.hussain@kdgrammar.co.uk

In our school the senior designated safeguarding lead is **Dr D Ghidaoui**

In his absence the role is fulfilled by **Mr A Hussain**

Both these post-holders have the status and authority within our management structure to carry out the duties of the role.

Mr Zaheer Farroukh, the chairman of Trustees who has the responsibility of safeguarding.



All members of staff receive regular training and updates, and are constantly reminded of their role as well as the role of the KDGS safeguarding team.

There is a specific safeguarding display board in school next to the library.

Safeguarding Procedures:

At KDGS we follow the policies and procedures generated by Manchester Safeguarding Children Board. (MSCB)

KDGS will fulfill their local and national responsibilities as laid out in the following documents:-

- Working Together to Safeguard Children 2018
- [Keeping Children Safe in Education](#): Statutory guidance for schools and colleges (DfE September 2018)
- [The Procedures of Manchester Safeguarding Children Board](#)

- [What to do if you think a child is being abused \(2015\)](#)
- [Information Sharing \(2015\)](#)

1. When member of staff receives a disclosure from a student or notice something which leads them to suspect that abuse, they follow the guidance issued by the Manchester Children's Safeguarding Board. The information is recorded on our 'Safeguarding disclosure form. If physical abuse is suspected a 'skin map' will be used to record the site and extent of any injury that has been noticed. These are both passed in a sealed envelope to the senior designated safeguarding lead (Dr D Ghidaoui) as soon as possible as well as to Mr A Hussain, to ensure action is taken immediately. This record should include:
The date and time of the observation/disclosure

- Full information including verbal accounts when possible of the incident
- Comments about the child's appearance, behaviour, emotional state and actions

All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. **Anyone can make a referral**, however if it becomes necessary to consult external agencies, they should speak in the first instance to the Senior Adviser for Safeguarding in Education at MSCB where it is practicable to do so. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately via the Multi-agency Safeguarding and **Support Hub (MASSH) on 0161 217 6028 or to the police.**

In exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, staff members other than the DSL can speak directly to MSCB. If you as a parent have concerns regarding a child or a family, please telephone the Manchester Contact Centre on 0161 234 5001 or email mcsreply@manchester.gov.uk Fax 0161 255 8266. Alternatively, you can contact the Local Authority Designated Officer Majella O'Hagan. Tel: 0161 234 1214

1. Upon receiving the 'disclosure form', the designated safeguarding lead follows the procedures endorsed by Manchester

Safeguarding Children Board, which are described in the flow-chart that is displayed around school and in the school policy. **Action should be taken within the same working day and as early as possible.**

2. Where abuse is suspected a referral will be made to MSCB by the Designated Safeguarding Lead who will telephone the MASSH and ask to speak to the Duty Social Worker. The expectation is that this verbal referral will be supported in writing, using the Multi-Agency Child Protection Referral Form, in line with local procedures.
3. The content of the referral will be discussed with parents/carers where this is appropriate. Advice should be sought from Social Care concerning this aspect of information sharing. It is recognised that parents/carers are unlikely to be told that a referral is being made if sexual abuse, fabricated illness, radicalisation, female genital mutilation (FGM), or forced marriage are suspected. **Members of staff are aware that they must not discuss any issues with parents/carers unless they are told to do so by the Designated Safeguarding Lead.**

NO ATTEMPT SHOULD BE MADE BY ANY MEMBER OF KDGS STAFF TO CONDUCT AN INVESTIGATION INTO CASES OF SUSPECTED ABUSE.

4. Social Care and the police are responsible for undertaking investigations. Inappropriate actions by others (including the taking of photographs) may negate or contaminate evidence.
5. At KDGS school it is expected that staff will co-operate with those investigating abuse following a referral. It will be the responsibility of those investigating the case to ensure that parents/carers are fully informed about the investigation. **This is not the responsibility of KDGS school.**
6. As a school we take our commitment to attending Child Protection conferences and core group meetings very seriously. If in the unlikely event we cannot attend, we will always send a written report to the conference/ core group to convey latest information and our opinions to the Independent Chair.

Training and Support

- The KDGS designated safeguarding team meet every half term to discuss policies and procedures , as well as regularly discussing any safeguarding concerns
- All members of staff, volunteers and Trustees are trained in safeguarding and child protection issues as part of their induction process and continued professional development
- A copy of Keeping Children Safe in Education has been shared with and is available to all staff.
- All members of staff have access to Basic Awareness training every three years.
- Staff receives regular updates relating to safeguarding and are discussed in all meetings and training days at KDGS
- The Designated Safeguarding Leads in school receive specific training every two years which is provided by MSCB
- All staff have been made aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks
- Support material and the MSCB policies and procedures are available on the Manchester Safeguarding website.
(<http://www.manchesterscb.org.uk>)
- A record of staff training is kept within school, which identifies who has attended the training and the content of the session
- A set of the most recent training materials are available for staff in school
- Our nominated Trustee Mr Zaheer Farrooukh receives termly updates about safeguarding through the school safeguarding meetings.

- Training is also provided by the school designated safeguarding lead to support the Trustees in their role

We would like to make very clear to all parents/carers that all our members of staff at KDGS is legally obliged to follow up any concerns they may have around child protection. A statement to this effect is included in the school prospectus and is on our website as well as the school contract. Information about safeguarding at KDGS is displayed in the school office.

Confidentiality/Records

All child protection records are kept separately from other records in school. Hard copies are stored in a locked cabinet. The designated safeguarding lead and the safeguarding team in school are the only staff members who have the access rights to these documents. When necessary the information contained in the documents maybe shared with other relevant members of staff, but this is a decision taken by the designated safeguarding lead. However, the information must always be read in school and then placed immediately back in the secure storage. Copies must not be taken.

When a student leaves our school, copies of their child protection records are sent to the receiving school separately from the student's other school records. Records are not sent unless it has been confirmed that the student has taken up their new place.

Children Missing From School

We ensure that our school codes registers accurately. We operate a first day call system in which we contact the families of children who are missing from school. If we receive an unsatisfactory reason or are unable to gain an explanation for the absence and the child is either the subject of a Child Protection Plan or is 'Looked After' we make a referral to children's services. If we have welfare concerns about a student we continue to contact the family every day for up to 10 school days. We will make a referral to local authority at any point during the 10 days as appropriate, even if we have had no previous

welfare concerns but the child is absent without a reasonable explanation for 10 days.

If a student goes missing during the school day we will:

- Search the premises carefully
- Contact the parent/carer to make them aware of the situation
- If we have been unable to contact a parent/carer we will continue to try to do so
- Once the student, is found a risk assessment and safe management plan will be established (with parental involvement wherever possible) in an attempt to prevent this happening again

The views of our students

In our school the views of our students are very important to us. We make sure that our students know that members of staff are always prepared to listen to them. Students are made aware that they can report any concerns verbally and/or through the

- Designated safeguarding lead
- A member of staff

They also complete an anonymous annual questionnaire that specifically asks them to report how safe they feel in our school.

In addition, members of our staff are mindful of the need to actively listen to students at all times during the school day. Staff members are asked to report the content of these conversations to the pastoral team. The team meets formally once a week and informally at other times during the week as and when necessary. We do this to ensure that we have a constant overview about how our students are feeling in school throughout the year.

We use the findings from all these sources to inform our school improvement plan, curriculum developments and specific interventions for individual students as well as planning adequate and beneficial PSHEE (Personal, Social, health and economic education) sessions for the students. Complaints or concerns raised by students will be taken seriously and followed up in accordance with the school's complaints process.

Support to students

Our school recognises that students who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such students school may be one of the few stable, secure and predictable components of their lives. Other students may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will seek to provide such children with the necessary support to build their self-esteem and confidence and will always work to protect their welfare.

KDGS recognises that **students** sometimes display abusive behaviour and that such incidents are referred to the pastoral team for appropriate support and intervention.

Support for Staff

As part of their duty to safeguard and promote the welfare of **students and young people**, staff may hear information, which they may find distressing. The school offers appropriate support in dealing with such situations wherever necessary.

Preventing Violent Extremism

At KDGS we are committed to contributing to community cohesion and effectively promoting fundamental British Values. This includes the likelihood of students becoming radicalised. To support this process the staff in our school are all trained to identify any signs of radicalisation and take any adequate means of prevention and reporting as required by government legislation. To support this process the staff in our school report any concerns they have about our students in this respect to the Designated Safeguarding Lead. All concerns are kept confidential amongst the relevant safeguarding team and the Designated Safeguarding Lead will then make a referral to the MSCB or the Channel panel, which specialises in preventing radicalisation and extremism.

However, if anyone is at immediate risk of significant harm then a referral should be made to the Police and/or Social Care via the MASSH (0161 273 4555) as appropriate.

Anti-Bullying

The KDGS policy on anti-bullying is set out in a separate document. We recognise that bullying of any kind is a potential safeguarding concern and relevant safeguarding procedures will follow. This includes all forms, for example cyber, racist, homophobic, disability and gender related bullying. We keep a record of known bullying incidents and our responses.

Peer on Peer Abuse

Peer on peer abuse Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. In forms of bullying or abuse are dealt with adequately and the DSL is informed through the school disclosure procedure of any peer on peer abuse.

Health and Safety

Our Health & Safety policy, in a separate document, reflects the consideration we give to the protection of our students within the school environment and when away from the school on trips and visits.

Safer Recruitment

At our school, we are committed to safer recruitment practices. We ensure that all appointments in our school are made by a panel, which comprises of at least one person who has completed safer recruitment training. A copy of the certificates of everyone who has been trained is retained by school.

Our safer recruitment practices include:

1. Ensuring that all our adverts include a statement which explains our commitment to safeguarding children
2. Displaying our commitment to safeguarding both visually in school and on our website
3. Ensuring that all our posts are detailed accurately through specific job descriptions and person specifications which state the contact that the post holder will have with students aged 11-16
4. Discarding any applications that are made by any applicant who submits a CV instead of the required application form

5. Requesting references prior to interview, using a detailed reference request form
6. Scrutinising the application form and references, to identify any gaps in employment, or inconsistencies in the information presented. We use this information to formulate candidate specific questions that will be used during the interview.
7. Checking the validity of qualifications
8. Checking the identity of the individual concerned
9. Checking the eligibility of the candidate to work in the UK
10. Asking specific questions during the interview that relate to safeguarding children. We expect candidates to discuss individual experiences rather than talking hypothetically.
11. Collecting the information for an Enhanced DBS (Disclosure Barring Service) check as appropriate
12. Request a check against the DBS Children's Barred List as appropriate
14. Discussing any self-declared information with the candidate in a non-prejudicial way during the interview.
15. Reserving the right to call candidates back for further questioning if anything emerges either through the DBS process or late references
16. Reserving the right to dismiss a candidate if false information has been submitted during the recruitment process or if information comes to light that the candidate failed to disclose
17. Ensuring that we do not employ anyone in Regulated Activity who is known to be on the Barred List for Children

In addition we:

- a) Maintain our single central record in compliance with guidance laid out in Keeping children safe in education (2018)

- b) Ensure that, where appropriate, volunteers, trustees or others are subject to DBS checks and checks against the Barred List for children in accordance with the Protection of Freedoms Act (2012)
- c) Ensure that we are clear about the pre-appointment checks that have been undertaken by any member of staff supplied to us by another organisation
- d) Cleanse our single central record regularly to remove the staff who have left our organisation
- e) Have a clear process of risk assessing any individuals who come onto our premises. This would include a record of the levels of supervision that will be applicable while colleagues are in our school.
- f) Ensure that all visitors to our school are met at Reception and are given a visitors badge. Visitors are asked to show their formal identity badges to link them to a known organisation. They are only admitted to complete known and verifiable duties.
- h) Ensure our trustees review our contracts regularly to check the adequacy of the arrangements contractors put in place to ensure that their staff are 'suitable' for working in school.

Further details could be found in the school safer recruitment policy on the website.

Training and support

Our Head Teacher and the SLT as well as the Trustees access Safer Recruitment courses provided by the Senior Adviser for Safeguarding in Education or by Department for Education. They also keep themselves abreast of developments via the Local authority training/briefing sessions and supporting documentation.

Managing allegations against members of staff

All school staff must take care not to place themselves in a vulnerable position with a student. All members of staff in at KDGS are aware that they have a duty to report any concerns they have about the conduct of another member of staff, volunteer or trustee to the Head Teacher. This also extends to other professionals/volunteers who are invited by the school to work with our students.

If the concerns are about the Head Teacher they are aware that they report the matter to the Chair of Trustees, Mr Farroukh Zaheer. Details of this can be found in the allegations of abuse made against teachers

and other staff policy found on our school website or from the school office.

Safeguarding in the Curriculum

The following areas are among those addressed in PSHEE and in the wider curriculum

- Bullying, including all aspects of physical, emotional and verbal bullying
- Cyberbullying, including resisting peer pressure, communicating feelings and concerns
- Knowing points of contact for support, e.g. ChildLine
- Drugs, alcohol and substance abuse
- E Safety / Internet safety
- Dangers of strangers
- Fire and water safety
- Road safety
- You and your body, including puberty
- Developing positive relationships
- Respecting differences
- Extremism

Learning and Improvement Framework

At KDGS we are committed to taking account of any recommendations that are made from local Serious Case Reviews. We are aware that our school may become involved in a Serious Case Review and we are committed to supporting the process. We will ensure that the files and records that pertain to a student involved in an incident that may lead to a Serious Case Review are preserved in school. We will cooperate with the representatives from the Manchester Safeguarding Children Board who are undertaking the review or any other safeguarding board that concerns our students. We will also attend and contribute to the local multi-agency learning review (MALR) process as required and ensure that any identified actions are understood and implemented.

The Trustees

Our Trustees oversee the Head Teacher's sound maintenance of all safeguarding procedures in line with our safeguarding policy. The Head Teacher has the day-to-day responsibility for maintaining these procedures with the backing of the Trustees. Our Trustees will advise the Head teacher of their views on specific issues that will promote safeguarding in our school. Our Trustees do not discuss any individual cases and never request to see individual student records, although they do ask the Head Teacher to explain the effectiveness of the school procedures

Our Trustee in charge of Safeguarding is the Chair of Trustees, Br Zaheer Farroukh.

Monitoring and Evaluation

Our Safeguarding Policy and Procedures will be monitored and evaluated by:

- Trustees
- Student surveys and questionnaires
- Scrutiny of attendance data
- Scrutiny of range of risk assessments
- Logs of bullying/racist/behaviour incidents for SLT and Trustee to monitor
- Review of parental concerns and parent questionnaires

Types of Abuse and Neglect

Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Types of abuse and Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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



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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific Safeguarding Issues

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Local guidance and materials for schools can be found on the Manchester Safeguarding Board website

Female Genital Mutilation (FGM): Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when

approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found our school policy and the Manchester Safeguarding Board website. Staff should activate school and local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. It is a statutory legal requirement for staff to report any disclosures of FGM

Radicalisation and Extremism: the school has a duty to act on and report any concerns raised in respect of radical or extremist behaviour we do this following local processes and guidance. This may include where appropriate making a referral to the Channel Panel. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk
- Assessing the nature and extent of that risk
- Developing the most appropriate support plan for the individuals concerned

Possible signs of abuse

The following signs may or may not be indicators that abuse has taken place. The lists are not exhaustive; any concerns are shared with the designated safeguarding lead. Signs of possible physical abuse:

- Any injuries not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have

an:

- accidental explanation
 - Object shaped bruises
 - The child gives inconsistent accounts for the cause of injuries
- Signs of possible sexual abuse
- Any allegations made by a child concerning sexual abuse
 - The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
 - Sexual activity through words, play or drawing

- Repeated urinary infections or unexplained stomach pains
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders

CSE-Likely behaviours may include:

- Repeatedly going missing, particularly overnight
- Coming home with unaccounted gifts, i.e. clothes, money, food, jewellery and drugs. (Common one being a mobile phone.)
- Having a relationship with an older partner with whom there may be concerns
- Excessive & secret use of internet and/or mobile (potential grooming?)
- Having several SIM cards, frequent mobile phone top ups
- Being unusually secretive (where have they been, who are their friends)
- Mood swings and changes in behaviour
- Talk of going to parties

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

Domestic violence and abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological • physical • sexual • financial • emotional
- Where we suspect or have evidence that any child or young person has engaged in or been witness to an abusive relationship, we will take action in line with local procedures.

Signs of possible neglect.

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice.
- Clothing that is dirty, too big or small, or inappropriate for weather conditions -Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating

Early Help

Ofsted's definition of early help is: "Those children and young people at risk of harm (but who have not yet reached the "significant harm" threshold and for whom a preventative service would reduce the likelihood of that risk or harm escalating) identified by local authorities youth offending teams, probation trusts, police, adult social care, schools, primary, mental and acute health services, children's centres and all Local safeguarding Children Board partners including the voluntary sector where services are provided or commissioned".

Staff who have concerns for the wellbeing of a student who may not necessarily reach the significant harm spectrum should inform the DSL who will put a plan in place with the pastoral team.

Effective early help relies upon the school and local agencies working together to:

- Identify children and families who would benefit from early help

- Undertake an assessment of the need for early help
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to improve significantly the outcomes for the child.

The MSCB publishes a threshold document that includes:

- The process for the early help assessment and the type and level of early help services to be provided.
- The criteria, including the level of need, for when a case should be referred to local authority Children’s services for assessment and for statutory services under (a) section 17 of the Children Act 1989 (children in need) and (b) section 47 of the Children Act 1989 (reasonable cause to suspect children suffering or likely to suffer significant harm).

The MSCB produces detailed guidance on the early help process. However, it must be remembered that students at KDGS live in a variety of districts in the North West, all of which have their own early help procedures.

If a staff member would like to contact the early help – they could do so to, but need to inform the DSL team. The DSL will work with Early Help and if needed complete a CAF (Common Assessment Framework), it is hoped that in each case early help will improve the welfare of the child. However, each case will be kept under review, and consideration will be given to a referral to children’s social care if the child’s situation does not appear to be improving.

Identifying children and families who would benefit from early help

All staff at the school have a role in identifying emerging problems and potential unmet needs of individual children. All staff have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need. Staff need to continue to develop their knowledge and skills in this area. They have access to appropriate training to identify and respond early to abuse, neglect and complex unmet needs. Training and regular safeguarding updates help

them understand their role in identifying emerging problems and sharing information with other professionals to support Early Help Assessment.

The school monitors and evaluates the effectiveness of training and multi-agency training for all early help interventions.

Staff at KDGS should, in particular, be alert to the potential need for early help for any child below:

- Is disabled and has specific additional needs
- Has special educational needs
- Is a younger carer
- Is showing signs of engaging in anti-social or criminal behaviour
- Is showing early signs of mental health problems
- Is in a family circumstance presenting challenges for the child, such as substance abuse,
- Has returned home to their family from care
- Is exhibiting early signs of abuse and/or neglect

The contact details for Early Help provision are:

South Early Help Hub – 01612341977

earlyhelpsouth@manchester.gov.uk

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It will involve the child and family as well as all the professionals who are working with them.
- The lead professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority Children's Services should set out the process for how this will happen.
- If parents/carers and/or the child do not consent to an early help assessment, then the lead professional will make a judgement as to

whether, without help, the needs of the child will escalate. If s, a referral into local authority Children’s Social care may be necessary.

Honour based killing

So-called ‘honour-based’ violence (HBV) encompasses crimes, which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and are handled and escalated as such. The signs and symptoms of honour based violence are similar to those of FGM and forced marriages.

If a member of staff identifies any of the above signs then they follow the school safeguarding disclosure procedure as outlined earlier in the policy.

It is a mandatory duty upon all staff to ensure all concerns are reported promptly and adequately

Sexting

“Whilst professionals refer to the issue as ‘sexting’ there is no clear definition of ‘sexting.’ Many professionals consider sexting to be ‘sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet. Yet when young people are asked ‘What does sexting mean to you?’ they are more likely to interpret sexting as ‘writing and sharing explicit messages with people they know’. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

90% of 16-24 year olds and 69% of 12-15 year olds own a smartphone, giving them the ability to quickly and easily create and share photos and videos”

Further details on ‘sexting’ can be found in the ‘Sexting in schools and colleges document produced by the UK Council for Child Internet Safety’

At KDGS incidents of sexting will be dealt by both the safeguarding and pastoral teams and if needed relevant discipline procedures as outlined

in the school behaviour policy. This is available from the school website or school office.

Further details on 'sexting' can be found in the 'Sexting in schools and colleges document produced by the UK Council for Child Internet Safety'

Online Safety

The use of technology can become a significant component of many safeguarding issues. The three main areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users.
- conduct: personal online behavior that increases the likelihood of, or causes, harm.

DSL works with school ICT manager to ensure adequate filtering and monitoring regime for online security

DSL works with the ICT teacher on e-safety and ensuring significant monitoring and filtering procedures are in place.

The School protects its students when accessing the internet via the schools network through the use of industry-leading firewall and content filtering and monitoring software.

This system aims to reduce the risk of children:

- Being exposed to illegal, inappropriate and harmful material online
- Engaging in harmful online interaction with others
- Engaging in inappropriate or illegal online behaviour

Parental controls on smartphones and tablets can block access to websites containing adult content

Mobile phone companies can filter content rated 18+ at the network level – check with your mobile provider whether this filter is on or off.

The UK's main mobile providers (e.g. Vodafone, EE, O2 and Three) automatically block 18+ rated content through the Active Choice network-level filtering system.

But remember, these filters only work when the device is connected via the mobile network, not Wi-Fi.

Your mobile's operating system may also include safety features and you can set restrictions on the App Store and Google Play (see below).

Android (eg LG, Sony, Samsung, Huawei, HTC, Motorola)

The restricted user feature lets you manage which apps, games and other content your child can access and gives you the choice of disabling certain features, such as location and camera.

To find out more: vodafone.uk/cnet

IOS (eg iPhone and iPad)

You can enable restrictions on your child's iPhone or iPad and select on or off for features such as FaceTime, in-app purchases and Safari.

To find out more: vodafone.uk/applesparentalcontrols

Windows Phone (eg Microsoft Lumia)

The My Family option helps you to manage the apps and games your child is able to download to their phone. You can also set up Kid's Corner on your own Windows Phone so that, if your child borrows it, they can only access age-appropriate content and not get to the rest of your stuff that you want to keep private.

To find out more: vodafone.uk/microsoftmyfamily

To set up Kid's Corner: vodafone.uk/kid

App store restrictions

You can set up parental controls on the App Store (see vodafone.uk/apps) and Google Play (see vodafone.uk/googleplay) to prevent your child downloading apps that are age inappropriate

For more information about online safety for your children, please have a look at <http://vodafonedigitalparenting.co.uk/>

Mental Health and Well-being

Mental Health is a growing concern and worry for my students and parents, this link here provides more information on the importance of mental wellbeing and assessing any mental health concerns you



might have regarding your child before seeking appropriate help.

A checklist for parents with children with mental health problems can be found on the Royal college of psychiatrist website.

Further Information and Contact

If you would like further information to help better support your daughter, more information is available in the links provided below.

Child help lines:

www.childline.org.uk

www.NSPCC.org.uk

Self harm charity: www.selfharm.co.uk

Manchester Safeguarding Board

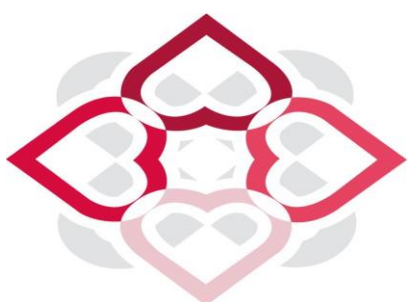
www.manchesterscb.org.uk

Muslim Youth Help line – www.myh.org.uk

Concerns

If you have any concerns regarding the well-being of your child or any other child, or would like to discuss the school safeguarding procedures further please contact the Designated Safeguarding Team on 01618607676 . You can also email the Designated Safeguarding Lead on d.ghidaoui@kdgrammar.co.uk We are here to help insha'Allah





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