

Safeguarding and Child Protection Policy September 2026



LONDON EAST ACADEMY & AL MIZAN SCHOOL

ISLAMIC SECONDARY SCHOOL FOR BOYS & ISLAMIC JUNIOR SCHOOL

Date agreed	Chair of Governing Body	Headteacher	Review
Sep 2026	Kausar Ahmed	Anamul Khan	Sep 2027

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Summary of Changes for 2026/27

This section records the changes made to this policy for the 2026/27 review, merging updates from the Tower Hamlets Safeguarding Children Partnership model policy into our existing structure.

Section	Change
Whole document	Merged Tower Hamlets Safeguarding Children Partnership model policy content for 2026/27 into our existing structure, keeping our section order and headings throughout.
Ethos and Values Statement	No change – remains ours, not drawn from the Tower Hamlets model.
Legislation & Guidance / Pan London & THSCP Guidance	Keeping Children Safe in Education updated to the 2026 edition throughout the policy; Working Together to Safeguard Children update date moved to 18th March 2026; London Child Protection Procedures moved to the 8th Edition (30th March 2026); Tower Hamlets SCP Supplementary Guidance references moved to September 2026; Data Protection Act entry expanded to include the Data (Use and Access) Act 2025; Equality Act and Teacher Standards guidance dates corrected.
Cover page and version table	Title updated to September 2026; new version row added for this review cycle (Sep 2026, review Sep 2027). Chair of Governors name left as a placeholder pending confirmation.
New section: Volunteers	Added between Visitors and Extended School and Off-Site Arrangements, matching the Tower Hamlets model.
New section: Alternative Provision Providers	Added directly after Volunteers, matching the Tower Hamlets model.
SEND Children	Heading renamed to Children with Special Educational Needs and Disabilities, matching the Tower Hamlets model.
Child-on-Child Abuse	Heading renamed to Child-on-Child Abuse (Including Harassment and Violence), matching the Tower Hamlets model.
Confidentiality and Sharing Information	Heading renamed to Confidentiality and Information Sharing, matching the Tower Hamlets model.
Looked After Children...	Heading wording updated to Looked After Children, Previously Looked After Children & Children in Kinship Care Arrangements, matching the Tower Hamlets model.
Early Help; Referring to Children's Social Care	MAST contact numbers updated to match the new September 2026 MAST poster (single combined number list); the separate Child Protection Advice Line entries removed as this number is now folded into the MAST list.
LADO contact details	Name, email and phone number already matched the new September 2026 LADO appendix, so no text change was needed; the appendix document itself has been refreshed.

Ethos and Values Statement

Al-Mizan School & London East Academy aim to develop an atmosphere in which children feel secure, where their viewpoints are valued, and they are encouraged to talk and listen. We are committed to ensuring that our school environment is a safe and nurturing place for all students.

Our ethos is built on the following core values:

- **Respect and Inclusivity:** We believe in fostering an inclusive environment where every student, regardless of their background, is treated with respect and dignity.
- **Safety and Well-being:** The welfare of our students is paramount. We recognize the crucial role our school plays in the early detection of signs and symptoms of abuse and neglect. Teachers and school staff are well-placed to observe changes in behavior and development and are trained to act accordingly.
- **Empowerment and Voice:** We encourage our students to express their views and ensure their voices are heard. We value open communication and promote an environment where students feel confident to share their concerns and ideas.
- **Academic Excellence:** We are dedicated to providing high-quality education that promotes both academic achievement and personal growth. Our goal is to support each student in reaching their full potential.
- **Community and Collaboration:** We believe in the power of community and work collaboratively with parents, carers, and local agencies to provide a comprehensive support system for our students.

Al-Mizan School & London East Academy adhere to the procedures outlined by the Tower Hamlets Local Safeguarding Children Board (TH-LSCB). This provides a guide to procedure and practice for all professional staff in Tower Hamlets who work with children, ensuring that we make effective and fair use of all the appropriate referral processes.

Availability and Accessibility of the Child Protection Policy

Al-Mizan School & London East Academy ensure that the Child Protection Policy is readily accessible to all stakeholders, including staff, parents/carers, and visitors. The policy is communicated and made available through the following channels:

- **School Website:** The Child Protection Policy is published on the school's official website, allowing easy access for parents, carers, and the general public at any time, including staff.
- **Staff Induction:** New staff members receive detailed training on the Child Protection Policy as part of their induction program, ensuring they understand their roles and responsibilities from the outset.
- **Staff Training:** Regular training sessions are held to keep staff updated on any changes to the policy and to reinforce best practices in safeguarding and child protection.
- **Parent Pack/Induction:** Parents and carers are provided with a summary of the Child Protection Policy during their child's induction into the school. This information is also included in the parent pack given to new families.

- **School Office:** A printed copy of the Child Protection Policy is available at the school office for any visitors or parents who wish to review it on-site.

By utilizing these methods, Al-Mizan School & London East Academy ensure that all stakeholders are well-informed and have convenient access to the Child Protection Policy at all times.

Policy Review and Monitoring

Al-Mizan School & London East Academy are committed to maintaining up-to-date and effective safeguarding policies. The following outlines the process for reviewing the Child Protection Policy and other safeguarding policies:

- **Annual Review:** All safeguarding policies, including the Child Protection Policy, will be reviewed at least annually by the Governing Body. This ensures that the policies remain relevant and effective in light of any changes in legislation, guidance, or practice.
- **Immediate Review:** In addition to the annual review, the policies will be reviewed immediately if there is an incident, new legislation, or updated guidance that necessitates an urgent revision. This ensures that the policies are responsive to emerging needs and circumstances.
- **Monitoring:** The effectiveness of the safeguarding policies will be continuously monitored by the Headteacher. Significant factors affecting the policies will be reported to the full governing body. Urgent issues will be raised with the Chair of Governors and the Director of the London Muslim Centre as needed.
- **Designated Governor Review:** The designated governor responsible for safeguarding will review the effectiveness of the policies at least once a year and report back to the full governing body. This review process includes evaluating the implementation and impact of the policies on safeguarding practices within the school.

By adhering to this structured review and monitoring process, Al-Mizan School & London East Academy ensure that their safeguarding policies are both current and effective in protecting the welfare of all students.

Safeguarding Statement

At Al-Mizan School & London East Academy, the welfare and safety of our students are paramount. We are fully committed to safeguarding and promoting the well-being of all our students. We believe that all children have the right to a safe, secure, and supportive environment where they are valued, respected, and encouraged to thrive.

Our safeguarding commitment includes the following key principles:

- **Child-Centered Approach:** The well-being and safety of our students are at the heart of everything we do. We ensure that every child is listened to and their voices are heard.

- **Preventative Measures:** We aim to prevent harm to children by implementing rigorous safeguarding policies and procedures, providing regular training for all staff, and fostering an environment where students feel safe to disclose any concerns.
- **Early Identification and Intervention:** We recognize the crucial role our school plays in the early identification of abuse and neglect. Our staff are trained to observe and report signs of abuse, and we have clear procedures in place for responding to any concerns.
- **Inter-Agency Collaboration:** We work closely with local safeguarding partners, including the Tower Hamlets Local Safeguarding Children Board (TH-LSCB), to ensure a coordinated approach to safeguarding. We engage in multi-agency training and participate in safeguarding audits and reviews.
- **Continuous Improvement:** Our safeguarding policies are reviewed annually, or more frequently if necessary, to ensure they remain effective and up-to-date with the latest legislation and guidance.

We are dedicated to creating a culture of vigilance where safeguarding is everyone's responsibility. We strive to empower our students by educating them about their rights and how to stay safe, both within the school and in the wider community.

The procedures within the Child Protection Policy apply to all staff, volunteers, visitors, and governors at Al-Mizan School & London East Academy. All procedures have been written in accordance with Keeping Children Safe in Education 2024 and reflect local safeguarding arrangements, including the Tower Hamlets Safeguarding Children Partnership Supplementary Guidance documents on Child Protection Procedures and the Management of Allegations and Concerns that do not meet the Harm Threshold.

1. CORE SAFEGUARDING PRINCIPLES

- The welfare of the child is paramount and underpins all discussions, decision making, and actions taken at the school.
- All concerns shared and reported by children will be taken seriously.
- All children have the right to have a life free from harm, regardless of age, gender, ability, culture, race, language, religion or sexual identity, all have equal rights to protection. This includes children's lives in digital and online environments.
- The child's wishes and feelings will always be taken into account at the school when determining what action to take and what support to provide.
- All staff including supply staff, contractors and volunteers have an equal responsibility to act immediately on any suspicion or concern shared that may suggest a child is at risk of harm or has been harmed.
- The Designated Safeguarding Lead will ensure that all pupils and staff involved in safeguarding and child protection issues will receive appropriate support.

These 6 core principles are embedded within the school's safeguarding arrangements; underpin the school's safeguarding policies, procedures and systems; and pervade the whole school approach to safeguarding at Al Mizan / London East Academy.

2. PURPOSE OF POLICY

- To ensure all pupils on the school roll are effectively safeguarded including those pupils in Alternative Provision placements.
- To provide all staff with key information to enable them to identify safeguarding concerns and know what action to take in response.
- To ensure consistent good practice throughout the school.
- To demonstrate the school's commitment to safeguarding to the whole school community: pupils, parents/carers and other partners.

3. SAFEGUARDING LEGISLATION AND GUIDANCE

The following legislation and government guidance have informed the content of this policy:

- Section 157 of the Education Act 2002 (Independent schools only, including academies and Free Schools)
- The Education (Independent School Standards) Regulations 2014 (Independent schools only, including academies and Free Schools)
- Human Rights Act 1998
- The Equality Act 2010
- Data protection legislation including the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025
- The Safeguarding Vulnerable Groups Act 2006
- Working Together to Safeguard Children 2023 (HM Government December 2023, Updated 18th March 2026)
- Keeping Children Safe in Education 2026 (Department for Education, 1st September 2026)
- Information Sharing: advice for practitioners providing safeguarding services (Department for Education, 2015, Updated May 2024)
- What to do if you're worried a child is being abused 2015 (Department for Education, March 2015)
- The Equality Act 2010 and schools: Department advice for school leaders, school staff, governing bodies and local authorities (Updated 28th June 2018)
- The Teacher Standards 2012 (Updated 13th December 2021)

4. PAN LONDON & TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP GUIDANCE

The following Pan-London and Tower Hamlets Safeguarding Children Partnership guidance has informed the content of this policy:

- London Child Protection Procedures revised 8th Edition (London Safeguarding Children Board, 30th March 2026)
- Tower Hamlets Safeguarding Children Partnership Levels of Need Guidance (September 2023)
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2026
- Tower Hamlets SCP LADO Procedures and Flowchart re Allegations made against staff working in the children's workforce - Information about reporting and managing allegations
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff and Concerns that do not meet the harm threshold – September 2026
- Tower Hamlets SCP Multi-Agency Escalation and Resolution Policy

5. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP

The Children Act 2004 as amended by the Children and Social Work Act 2017 has brought about the establishment of the Tower Hamlets Safeguarding Children Partnership (THSCP). The Partnership coordinates the work of all agencies and ensures that this work is effective in achieving the best outcomes for Tower Hamlets children. The three statutory safeguarding partners have published arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. More information about the Tower Hamlets Safeguarding Children Partnership can be found on the website: https://www.towerhamlets.gov.uk/lgnl/health_social_care/children_and_family_care/Safeguarding-Children-Partnership/Safeguarding-Children-Partnership.aspx

In accordance with *Working Together to Safeguard Children 2023*, the school is a protective factor for all children especially the most vulnerable and has a pivotal role to play in local multi-agency safeguarding arrangements. The school's contribution, insight and co-operation are vital to the successful delivery of these arrangements. The school has been named as a 'relevant agency' and as such is under a statutory duty to cooperate with the THSCP multi-agency arrangements. This includes responding to safeguarding audits of quality and compliance, as requested by the local authority and/or local safeguarding partners.

The school is committed to engaging with the THSCP multi-agency safeguarding training offer and the borough's Designated Safeguarding Leads Forums, participating in THSCP/LA's Section 175/157 School Safeguarding Audit Cycles, providing key information about children relevant to keeping children safe, and participating fully in the Rapid Review process and Child Safeguarding Practice Reviews, and supporting the agreed safeguarding priority areas for 2025-2027, which are Think Family and Adolescent Safeguarding.¹

6. LOCAL AUTHORITY STRATEGY

In recognition of the school's pivotal role in the local safeguarding system, the implementation of this Child Protection policy and other related policies to safeguard and promote the welfare of pupils, will support the school's continued central contribution in driving improvements in outcomes for children in the borough, an overall objective set out in council strategy including:

- TH: Is Accelerate: The Tower Hamlets Children and Families Partnership Strategy 2024-2029
- Tower Hamlets Special Educational Needs, Disabilities and Inclusion Strategy 2024-2029
- Tower Hamlets Early Help Strategy 2023-25: Leaving No Families Behind: Supporting Access for All
- VAWG and Women's Safety Strategy 2024-2029
- Tower Hamlets Serious Violence and Exploitation Strategy

7. KEY DEFINITIONS

Safeguarding and promoting the welfare of children is:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of a child's physical and mental health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care

¹ For more information on the Rapid Review process, Child Safeguarding Practice Reviews and Child Death Reviews, Working Together To Safeguard Children 2023 Chapters 5 and 6 should be consulted. Working Together 2023 paragraphs 76-81, 125-130, and 230-233 provide more information on the expectation of school's role within the safeguarding partnership arrangements. For further information on the THSCP's priority areas, please visit www.thscp.org.uk

- taking action to enable all children to have the best outcomes.

The phrase ‘child protection’ refers to the processes followed to protect children who have been identified as suffering or being at risk of suffering significant harm.

Child includes everyone under the age of 18.

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

Staff refers to all those who work for the school or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

8. ROLES AND RESPONSIBILITIES

The Governing Body have the strategic leadership responsibility for safeguarding arrangements at the school. As a collective body it must have regard to all relevant statutory guidance issued, including *Keeping Children Safe in Education*, ensuring that school’s safeguarding policies and procedures, including the current Child Protection Policy, are compliant with legislation and statutory guidance, reflect local safeguarding arrangements and are effective for the education setting.

In accordance with the statutory requirement for a named member of the Governing Body to take leadership responsibility for safeguarding at the school the Safeguarding Link Governor is Hussain Shefaar.

The headteacher is responsible for ensuring that the school’s Child Protection Policy and other safeguarding policies are communicated to all staff, understood by all members of staff, and followed by all members of staff.

The Designated Safeguarding Lead takes the ultimate lead responsibility for safeguarding arrangements within the school on a day-to-day basis, including online safety and understanding the filtering and monitoring systems and processes in place.

The DSL takes the lead on supporting pupils during standard and non-standard transition points and ensuring that relevant information for the safeguarding of these children is shared. This includes ensuring that safeguarding files are sent separate from the main pupil file to the new school within the first 5 days of the child starting there and that appropriate follow-up is done if the school is not receiving safeguarding information from the previous school the child attended.

If the school has not received the safeguarding records for new pupils within the first 5 days of the pupil starting during standard and non-standard

transition points, then the school will proactively reach out to the previous school for the transfer of safeguarding files.

All members of staff take responsibility for writing up clear and comprehensive safeguarding concerns using the school's safeguarding record system. Through the DSL's oversight safeguarding records 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.

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

Designated Safeguarding Personnel

- **Designated Safeguarding Lead (DSL)**
 - **Name:** Anamul Khan
 - **Contact Information:** Contact the school office for contact details
- **Deputy Designated Safeguarding Lead (Deputy DSL)**
 - **Name:** Najda Saleh
 - **Contact Information:** Contact the school office for contact details
- **Special Educational Needs and Disabilities Coordinator (SENDCO)**
 - **Name:** (interim) Anamul Khan
 - **Contact Information:** Contact the school office for contact details
- **Designated Teacher for Looked After Children**
 - **Name:** Najda Saleh
 - **Contact Information:** Contact the school office for contact details
- **Headteacher**
 - **Name:** Anamul Khan
 - **Contact Information:** Contact the school office for contact details
- **Safeguarding-Link Governor**
 - **Name:** (interim) Ashraf Ali
 - **Contact Information:** Contact the school office for contact details
- **Chair of Governors**
 - **Name:** (interim) Ashraf Ali
 - **Contact Information:** Contact the school office for contact details

9. Arrangements for When the DSL is Not Available

At Al-Mizan School & London East Academy, we have clear procedures in place for situations when the Designated Safeguarding Lead (DSL) is not available to ensure continuous safeguarding coverage.

1. **Deputy Designated Safeguarding Lead (Deputy DSL):** In the absence of the DSL, Najda Saleh, the Deputy DSL, will assume the responsibilities of the DSL.
 - **Contact Information:** Contact the school office for contact details.
2. **Headteacher:** As the Headteacher is the DSL, if both the DSL and Deputy DSL are unavailable, the Headteacher will appoint safeguarding responsibilities to a member of the School SLT or Safeguarding Lead within the ELMT.
 - **Contact Information:** Contact the school office for contact details.
3. **Safeguarding-Link Governor:** In the absence of the DSL, Deputy DSL, and Headteacher, the Safeguarding-Link Governor, Ashraf Ali, will be contacted.
 - **Contact Information:** Contact the school office for contact details.

Out-of-School Hours/Term Activities

- During out-of-school hours or term activities, any safeguarding concerns should be directed to the DSL or Deputy DSL. If they are not available, concerns should be reported to the Headteacher.
- In cases of emergency or if none of the designated safeguarding personnel are available, contact the Tower Hamlets Multi-Agency Safeguarding Hub (MAST):
 - **MAST Contact Information:**
 - **Phone:** 020 7364 5606/5601 (Mon-Fri 9am-5pm)
 - **Email:** MAST@towerhamlets.gov.uk (secure email)
 - **Out of Hours:** 020 7364 4079

These arrangements ensure that safeguarding concerns are promptly and effectively managed, regardless of the availability of the primary safeguarding personnel.

All staff should recognise that as frontline workers they are in an important position to identify concerns early, provide help and support to children, promote children's welfare, and prevent concerns from escalating.

All staff have a responsibility to provide a safe environment in which children can learn.

Reporting a Safeguarding Concern

At Al-Mizan School & London East Academy, all staff have a duty to report any safeguarding concerns promptly and accurately to ensure the safety and well-being of our students.

1. **Reporting to the DSL**
 - If any member of staff has a safeguarding concern, they must report it directly to the Designated Safeguarding Lead (DSL), or the Deputy DSL, Najda Saleh, if the DSL is not available.
 - **Contact Information:** Contact the school office for contact details.
2. **Safeguarding Record System**

All safeguarding concerns must be recorded using the school's safeguarding record system.

- The record must include a clear, precise, and factual account of the observation or disclosure, including the date, time, and location of the incident, and any noticeable non-verbal behaviour or direct quotes from the child.
 - Staff should complete the safeguarding concern form and submit it on the same day the concern arises.
- 3. What Staff Need to Record**
- The nature of the concern and any relevant background information.
 - The names of the child involved and any witnesses.
 - The date, time, and location of the concern or incident.
 - A detailed description of the concern, including any direct quotes from the child or observations made by the staff member.
 - Actions taken by the staff member, including any conversations with the child or other staff.
- 4. Expectations of When the DSL Should be Informed**
- The DSL should be informed immediately if there is any risk of immediate serious harm to a child. In such cases, staff must not wait to submit a written report before informing the DSL.
 - For non-urgent concerns, staff should ensure that the DSL is informed as soon as possible on the same day the concern is identified.
 - If the concern arises outside of school hours, staff should use the emergency contact information provided to notify the DSL or follow the out-of-hours reporting procedures as outlined.

By following these procedures, we ensure that all safeguarding concerns are handled efficiently and in accordance with statutory guidance and school policies.

If in doubt about any safeguarding matter, staff should **always** speak to the DSL.

All staff are expected to keep the school values at the core of their daily conduct and understand that they have a legal duty to safeguard the child. Ultimately, the best interests of the child must be at the centre of all decision making, behaviours and action taken in relation to children.

10. RIGHTS OF THE CHILD

The school upholds the Human Rights of the child in accordance with the Human Rights Act 1998.² It is unlawful for schools to act in a way that is incompatible with the European Convention on Human Rights. Specifically, the school embeds and upholds the following Convention rights of the child across its safeguarding policies and procedures:

² <https://www.equalityhumanrights.com/en/human-rights>

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination
- Protocol 1, Article 2: protects the right to education.

In accordance with the Equality Act 2010, the school must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). The school is committed to supporting and taking positive action towards children with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race-who may be at a disadvantage and be disproportionately vulnerable.

In fulfilment of the school's Public Sector Equality Duty the school has due regard to the need to eliminate unlawful discrimination, harassment, and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.

Supporting Pupils with Protected Characteristics

At Al-Mizan School & London East Academy, we are committed to safeguarding and promoting the welfare of all our students, with particular attention to those with protected characteristics, including disability, sex, sexual orientation, gender reassignment, and race. We recognize the unique challenges and disadvantages that these pupils may face and are dedicated to taking positive action to support them and meet their specific needs.

In our efforts to create an inclusive and supportive environment, we:

- **Provide Tailored Support:** We make reasonable adjustments for disabled children, including those with long-term conditions, to ensure they have equal access to education and school activities. This includes physical accommodations, personalized learning plans, and additional support services.
- **Promote Gender Equality:** We are proactive in addressing issues of sexual violence or harassment. If evidence shows that girls are being disproportionately affected, we implement specific programs and interventions to support and protect them.
- **Foster an Inclusive Environment:** We celebrate diversity and promote an inclusive school culture that respects and values all students, regardless of their sexual orientation or gender identity. This includes providing education and resources to challenge stereotypes and discrimination.
- **Support Racial Equality:** We are committed to being an anti-racist school, taking action to eliminate racial discrimination and promote equality of opportunity for all students. This includes incorporating anti-racist education into our curriculum and addressing any instances of racial bias or discrimination promptly.

- **Implement Positive Action:** Where it is proportionate, we take positive action to address specific disadvantages affecting students with protected characteristics. For example, we might provide additional mentoring or support groups for students who are at a higher risk of bullying or exclusion due to their protected characteristics.

By integrating these practices into our safeguarding framework, we ensure that all students feel safe, supported, and valued, allowing them to thrive both academically and personally.

The school is aware that children from ethnically diverse groups are at risk of adultification whereby their vulnerability as a child is reduced or set aside because of racial bias and stereotypes impacting professional judgement.³ All staff share in the whole school's commitment to ensure equity, diversity and inclusion remain at the centre of the school's safeguarding culture, so that all children receive the care, support, and protection they have the right to receive.

As evident through the Serious Case Review Child Q's findings, the school is aware that children from ethnically diverse groups are at risk of adultification whereby their vulnerability as a child is reduced or set aside because of racial bias and stereotypes impacting professional judgement.⁴ All staff share in the whole school's commitment to ensure equity, diversity and inclusion remain at the centre of the school's safeguarding culture, so that all children receive the care, support, and protection they have the right to receive.

The school shares the London Borough of Tower Hamlet's commitment to being an anti-racist borough and to tackle and eliminate race discrimination. The council's Black, Asian, and Minority Ethnic Inequalities Commission (2021) concluded that racism still exists within institutions and structures in the borough and has developed an action plan to achieve race equality at pace.⁵ The action plan recognises that schools have a powerful and significant role in changing narratives and bringing about social change through education. The school along with other safeguarding partners is fully committed to implementing the Tower Hamlets Safeguarding Children Partnership's Anti-Racist Charter (2025) across its safeguarding practice.

Whole School Approach to Anti-Racism

³ <https://chscp.org.uk/wp-content/uploads/2022/03/Child-Q-PUBLISHED-14-March-22.pdf>

⁴ <https://chscp.org.uk/wp-content/uploads/2022/03/Child-Q-PUBLISHED-14-March-22.pdf>

⁵ https://www.towerhamlets.gov.uk/lqnl/community_and_living/Inequality-Commission/Black-Asian-and-Minority-Ethnic-Inequalities-Commission.aspx

Al-Mizan School & London East Academy are committed to implementing a whole school approach to anti-racism, ensuring that our environment is inclusive and free from discrimination. Our initiatives include:

- **Anti-Racism Education:** We incorporate anti-racist education into our curriculum, teaching students about the history and impact of racism and promoting understanding and respect for all cultures and backgrounds.
- **Staff Training:** All staff members undergo regular training on anti-racism and cultural competency to ensure they are equipped to support a diverse student body and challenge any instances of racism effectively.
- **Diverse Representation:** We strive to ensure that our teaching materials and school events reflect the diversity of our community and provide positive role models for all students.
- **Parent and Community Engagement:** We actively engage with parents and the wider community to promote anti-racism and inclusivity, fostering a supportive network for our students.
- **Policy and Practice Review:** We regularly review our policies and practices to ensure they promote racial equality and address any systemic biases.

Through these initiatives, we aim to create a school culture that is actively anti-racist and supports the well-being and development of all our students.

11. CHILDREN WHO MAY BE POTENTIALLY MORE AT RISK OF HARM

All staff should recognise that all children are vulnerable but that some children may be more vulnerable than others and at more risk of harm. Children known to a Social Worker, Looked After Children and Care Leavers are likely to have suffered abuse at some point in their childhood and may be more vulnerable to further abuse including exploitation. Staff need to be aware that other children who may be potentially more at risk of harm include

A Child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;

- is showing signs of being drawn 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 care or from home;
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;
- is at risk of being radicalised or exploited;
- 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 drugs or alcohol themselves;
- has returned home to their family from care; and
- is at risk of so-called honour based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day.

Staff must be more vigilant in their day-to-day work with children when the above vulnerabilities are known and report all concerns immediately to the Designated Safeguarding Lead.

12. CHILDREN IN NEED OF A SOCIAL WORKER

Children who have been allocated a social worker may have experienced abuse including neglect and belong to a family that has many complex circumstances. Staff should recognise that these children will have experienced adversity and trauma that can leave them vulnerable to further harm, as well as educationally disadvantaged, and have a negative impact on their attendance, learning, behaviour and mental health.

When making decisions about safeguarding, carrying out a risk analysis, making a safeguarding response to concerns such as unauthorised and persistent absence, and providing pastoral and academic support, the school will take seriously the fact that the child in need of a social worker will require enhanced pastoral and academic support alongside that provided by statutory services. School is also committed to providing further pastoral and academic support to children who have had historic contact with a Social Worker, in recognition that the abuse and trauma is likely to have an impact on the child beyond the duration of the involvement of statutory services. The school will co-operate with the Tower Hamlets Virtual School, which

now has a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children known to a social worker.

Implications for Staff Regarding Children Known to a Social Worker

At Al-Mizan School & London East Academy, we recognize that children known to a social worker may have experienced significant adversity and trauma, making them particularly vulnerable to further harm and educational disadvantage. As a result, staff have specific responsibilities and actions to ensure the safety and well-being of these children:

1. **Heightened Vigilance:** Staff must be particularly vigilant in monitoring the attendance, behavior, and academic progress of children known to a social worker. Any changes or concerns should be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.
2. **Enhanced Support:** Staff should provide additional pastoral and academic support to children known to a social worker. This may include tailored interventions, mentoring, and liaising with external agencies to ensure comprehensive support.
3. **Regular Communication:** Maintain regular communication with the child's social worker and other relevant professionals. This includes attending and contributing to multi-agency meetings, child protection conferences, and reviews.
4. **Sensitive Handling of Information:** Information about the child's circumstances should be handled sensitively and shared only with relevant staff members on a need-to-know basis, in accordance with confidentiality policies and data protection regulations.
5. **Consistent Application of Policies:** Ensure that all safeguarding policies and procedures are consistently applied, particularly those related to attendance, behavior management, and support for vulnerable students.
6. **Proactive Identification of Needs:** Actively identify and address any additional needs the child may have, including those related to mental health, special educational needs, or social and emotional development. This may involve working closely with the SENDCO and other support staff.
7. **Promoting Stability and Routine:** Provide a stable and predictable environment for children known to a social worker. Consistent routines and clear expectations can help mitigate the impact of trauma and instability in other areas of their lives.
8. **Encouraging Participation:** Encourage the child's participation in school activities, clubs, and events to foster a sense of belonging and engagement with the school community.

By taking these actions, staff at Al-Mizan School & London East Academy play a crucial role in safeguarding and promoting the welfare of children known to a social worker, helping them to achieve their full potential despite the challenges they may face.

13. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

All staff have an important role in supporting the mental well-being of children and to identify behaviour that may suggest a child is experiencing mental health problems.⁶ All staff need to recognise that mental health may be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should be aware of the trauma and mental health impact on a child who has had adverse childhood experiences including abuse, bereavement and separation of parents. Staff should also be aware that the pandemic has had a negative impact on the mental health of many children, some of whom have never previously experienced difficulties with their mental health. However, all staff should be clear that only appropriately trained professionals should attempt to make a diagnosis of a mental health difficulty.

Referral Pathway and Support System for Children with Mental Health Problems

At Al-Mizan School & London East Academy, we are committed to supporting the mental health and well-being of our students. We have established a comprehensive referral pathway and support system to ensure that children with mental health problems receive the care and assistance they need.

1. **Referral Pathway:** If a member of staff identifies a student exhibiting signs of mental health difficulties, they must report their concerns to the Designated Mental Health Lead, who will then initiate the appropriate referral process. This may involve:
 - Conducting an initial assessment to understand the student's needs.
 - Referring the student to internal support services, such as counseling or pastoral care.
 - Coordinating with external agencies, including the Tower Hamlets Education Well-being Service, for specialized support.
2. **Support System:** Our support system includes a range of services and interventions designed to promote mental well-being and address specific mental health issues:
 - **Counseling Services:** We provide access to trained counselors who offer individual and group sessions to students in need.
 - **Pastoral Support:** Our pastoral care team works closely with students to provide ongoing emotional and social support.
 - **External Partnerships:** We collaborate with the Tower Hamlets Education Well-being Service and other external organizations to ensure students have access to comprehensive mental health resources and interventions.
3. **Staff Roles:** All staff members play a crucial role in supporting students' mental health by:
 - Being vigilant and proactive in identifying signs of mental health issues.
 - Providing a supportive and empathetic environment where students feel safe to express their concerns.
 - Following the referral pathway to ensure timely and appropriate intervention.
4. **Mental Health Lead:** Our identified Mental Health Lead is the Headteacher. The Mental Health Lead is responsible for:

⁶ For further information staff should read relevant government guidance including [Promoting and supporting mental health and wellbeing in schools and colleges](#) (2022) and [Mental Health and Behaviour in Schools](#) (2018)

- Overseeing the implementation of the school's mental health policies and support systems.
 - Coordinating training and professional development for staff on mental health issues.
 - Liaising with external mental health services and ensuring effective communication and collaboration.
5. **Whole School Approach:** We have developed a whole school approach to mental well-being, which includes:
- Integrating mental health education into the curriculum.
 - Promoting a positive school culture that values and supports mental well-being.
 - Providing regular training for staff on mental health awareness and intervention strategies.

By implementing these measures, Al-Mizan School & London East Academy ensures that all students, especially those with mental health problems, receive the necessary support to thrive both academically and personally.

14. LOOKED AFTER CHILDREN, PREVIOUSLY LOOKED AFTER CHILDREN & CHILDREN IN KINSHIP CARE ARRANGEMENTS

The most common reason for children becoming looked after by the Local Authority is as a result of abuse including neglect.

Staff need to have the skills, knowledge and understanding to safeguard Looked After Children and Previously Looked After Children in recognition of their heightened vulnerability.

The DSL and Designated Teacher will work with relevant agencies and take immediate action to safeguard and provide support to this vulnerable group of children. The designated teacher will work with the Tower Hamlets Virtual School to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

The school will work with the Tower Hamlets Virtual School to promote and champion the attendance, attainment and progress of children in kinship care arrangements. Since September 2024, the Virtual School has a non-statutory responsibility to promote the education of children in kinship care arrangements regardless of whether the children have been previously looked after by the Local Authority. Kinship Care is any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term. Examples of kinship care

arrangements include Private Fostering Arrangements, Special Guardianship Order, and Child Arrangements Order, where the child is being cared for by a relative or friend who is not a parent.

Role of the Designated Teacher for Looked After Children and Care Leavers

At Al-Mizan School & London East Academy, the Designated Teacher for Looked After Children and Care Leavers is Najda Saleh . The Designated Teacher plays a crucial role in supporting the educational and personal development of these vulnerable students.

1. **Identity and Role:** The Designated Teacher is a key member of the school's pastoral team and works closely with the Senior Leadership Team (SLT) to ensure the specific needs of Looked After Children (LAC) and Care Leavers are met. Their responsibilities include:
 - Ensuring that LAC and Care Leavers have a Personal Education Plan (PEP) that is regularly reviewed and updated.
 - Advocating for the educational needs of LAC and Care Leavers, ensuring they have access to the necessary resources and support.
2. **Collaboration with the Virtual School Headteacher:** The Designated Teacher collaborates closely with the Virtual School Headteacher to:
 - Monitor the academic progress and well-being of LAC and Care Leavers.
 - Access additional funding and resources to support the educational outcomes of these students.
 - Ensure that the PEP is effectively implemented and reviewed, and that any issues affecting the student's education are promptly addressed.
3. **Safeguarding and Promoting Educational Outcomes:** The Designated Teacher works to safeguard and promote the educational outcomes of LAC and Care Leavers by:
 - Providing tailored academic support and interventions to address any gaps in learning.
 - Offering emotional and social support through mentoring and counseling services.
 - Facilitating access to extracurricular activities and enrichment programs to foster personal development and self-esteem.
 - Ensuring a stable and supportive school environment that minimizes disruptions and promotes consistency in learning.
4. **Action for All Staff:** All staff members have a role in supporting LAC and Care Leavers. In their day-to-day roles, staff should:
 - Be aware of the individual needs and circumstances of LAC and Care Leavers.
 - Provide additional support and encouragement to help these students achieve their academic and personal goals.
 - Monitor their progress and report any concerns to the Designated Teacher or the DSL.
 - Ensure that the school environment is inclusive and supportive, fostering a sense of belonging and stability.

By fulfilling these responsibilities, the Designated Teacher and all staff at Al-Mizan School & London East Academy work together to ensure that Looked After Children and Care Leavers receive the support they need to succeed academically and personally.

The school's Designated Safeguarding Lead will work with the local authority's Personal Advisor appointed to guide and support Care Leavers, so that any issues or concerns affecting the care leaver can be explored and effective support put in place.

15. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs and disabilities (SEND) or physical health issues can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- professionals and other adults making assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEN and disabilities or certain medical conditions being vulnerable to experiencing peer exclusion and isolation and being disproportionately impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs;
- children not understanding that what is happening to them is abuse; and
- communication barriers when reporting abuse and difficulties in overcoming these barriers.

For some disabled children, their dependency on parents and carers for practical assistance in daily living, including intimate personal care, may increase their risk of exposure to abusive behaviour. Some children may also have an impaired capacity to resist or avoid abuse. Looked After Disabled Children may be particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day-to-day physical care needs.

Further information on safeguarding SEND children is available in the non-statutory guidance Safeguarding Disabled Children (2009); NSPCC Safeguarding Children with Special Educational Needs and Disabilities (May 2022), and NSPCC Safeguarding d/Deaf Children and Children who have disabilities at greater risk of abuse (June 2024), but staff should speak with the DSL and SENDCO in the first instance.

All staff are regularly trained to understand and be aware of the additional barriers that exist when safeguarding SEND children. All staff need to be aware that SEND children may be more vulnerable when online and using digital platforms, and it is important that Online Safety lessons and related advice are tailored to their individual needs.

Supporting and Safeguarding SEND Pupils

At Al-Mizan School & London East Academy, we are dedicated to providing a safe and supportive environment for all our students, including those with special educational needs and disabilities (SEND) and physical health conditions. We recognize the additional vulnerabilities these pupils may face and have implemented specific measures to ensure their safety and well-being.

1. Accessibility of Safeguarding Systems:

- We ensure that all safeguarding policies and procedures are accessible to SEND pupils, adapting communication methods to meet their needs. This includes using visual aids, simplified language, and assistive technologies where appropriate.
- Our staff are trained to recognize and respond to the unique challenges that SEND pupils may encounter, ensuring that safeguarding concerns are identified and addressed promptly.

2. Vigilance in Working with SEND Pupils:

- Staff must be particularly vigilant when working with SEND pupils, understanding that indicators of abuse or neglect may be more difficult to identify in these children.
- There is a need to differentiate between behaviors that may be related to a child's disability and those that may indicate safeguarding concerns.
- Staff are trained to look for signs such as changes in behavior, unexplained injuries, or signs of distress, and to report any concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL immediately.

3. Overcoming Known Barriers:

- To overcome communication barriers, we provide alternative means for SEND pupils to express their concerns, such as through trusted adults, communication aids, or peer support systems.
- We ensure that all physical health needs are met, including necessary medical care and appropriate adjustments to the school environment to accommodate any physical disabilities.
- Staff work closely with the Special Educational Needs and Disabilities Coordinator (SENDCO) and other relevant professionals to create and implement individualized support plans that address both educational and safeguarding needs.

4. Measures in Place:

- **Training:** All staff receive regular training on safeguarding SEND pupils, including understanding the specific risks and barriers they may face.

- **Support Plans:** Individual support plans are developed for each SEND pupil, outlining specific needs, potential risks, and strategies for support and intervention.
- **Collaboration:** We work in partnership with parents, carers, and external agencies to ensure a holistic approach to safeguarding, recognizing the importance of a coordinated effort to support SEND pupils.
- **Monitoring:** The progress and well-being of SEND pupils are closely monitored, with regular reviews of their support plans and safeguarding measures to ensure they remain effective and responsive to any changes in the pupil's needs.

By implementing these measures, Al-Mizan School & London East Academy ensures that all SEND pupils are safeguarded and supported effectively, providing them with the opportunity to thrive in a safe and nurturing environment.

16. CHILDREN ABSENT FROM EDUCATION & CHILDREN MISSING EDUCATION

The school closely monitors attendance, absence, suspensions, and exclusions. A child absent from education, whether prolonged or on repeat occasions, can be a vital warning sign of a wide range of safeguarding issues and is a potential indicator of abuse and neglect, including child sexual abuse, child sexual exploitation, and child criminal exploitation (county lines)-

In accordance with the DfE's *Working together to improve school attendance*, the school follows up on absences and addresses persistent absence as part of its safeguarding duty. Such an approach prevents the risk of these children becoming children missing education in the future. Staff address daily absence and persistent absence as soon as these problems emerge as part of school's early help response. Staff should be alert to children already known to be vulnerable especially Children known to a Social Worker and Looked After Children, since absence from education may increase known safeguarding risks within the family or in the community. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Protocol for Following Up Absences

At Al-Mizan School & London East Academy, we recognize that regular attendance is crucial for students' academic success and well-being. Our protocol for following up on absences is designed to ensure that all absences are promptly addressed and any underlying safeguarding concerns are identified and managed appropriately. This protocol aligns with our Attendance Policy and includes the following steps:

1. **Daily Monitoring:**
 - **Registration:** Class teachers take attendance at the beginning of each school day and after lunch breaks.
 - **Immediate Reporting:** Any unexplained absences are reported to the school office immediately after registration.
2. **First Day of Absence:**
 - **Parent/Carer Contact:** If a student is absent without prior notification, the school office will contact the parent or carer by phone on the first day of absence to ascertain the reason and expected duration of the absence.
 - **Record Keeping:** All communications and reasons for absence are documented in the school's attendance record system.
3. **Unexplained or Prolonged Absences:**
 - **Follow-Up:** If the absence remains unexplained or is prolonged beyond two days, further attempts to contact the parents or carers will be made, including emergency contact numbers if necessary.
 - **Home Visits:** In cases where contact cannot be established, a home visit may be arranged to ensure the safety and well-being of the student.
4. **Persistent Absenteeism:**
 - **Attendance Meetings:** For students with persistent absenteeism (defined as 10% or more absences), the school arranges a meeting with parents or carers to discuss the reasons for absence and agree on a plan to improve attendance.
 - **Support and Intervention:** The school may provide additional support, such as referrals to external agencies or the involvement of the school's pastoral team, to address any underlying issues contributing to poor attendance.
5. **Safeguarding Concerns:**
 - **Referral to DSL:** Any absence that raises safeguarding concerns, such as patterns of frequent short-term absences or indications of neglect or abuse, will be immediately referred to the Designated Safeguarding Lead (DSL).
 - **MAST Referral:** If there are serious concerns about a child's safety, a referral will be made to the Multi-Agency Safeguarding Hub (MAST).
6. **Communication and Reporting:**
 - **Regular Updates:** Staff are kept informed of students with attendance concerns through regular briefings and updates from the school office and pastoral team.
 - **Attendance Reports:** Attendance data is reviewed regularly by the Senior Leadership Team (SLT) and reported to the governing body as part of the school's monitoring and evaluation process.
7. **Reference to Attendance Policy:**
 - Staff must familiarize themselves with and adhere to the school's Attendance Policy, which provides detailed guidelines on attendance expectations, procedures for reporting and recording absences, and strategies for promoting good attendance.

By following these protocols, staff at Al-Mizan School & London East Academy ensure that absences are effectively managed, and any potential safeguarding issues are promptly addressed, thereby supporting the overall well-being and academic success of our students.

When a pupil does not return to school and the whereabouts of the child and their family are not known, the school will make reasonable enquiries and refer the child to

the Attendance & Welfare Advisor to support with those enquiries to ascertain the child's whereabouts, and only after these steps have been taken refer to the Local Authority using a Missing Children referral form.

Contact: LBTH CME Officer, Tower Hamlets Education Safeguarding Service, Nasihah.Anwer@towerhamlets.gov.uk 020 7364 3426 / 07562 431 817

Children missing education 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. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

17. ELECTIVE HOME EDUCATION

The school recognises that parents have a legal right to electively home educate their child at home; however, it is expected that the parents' decision to do this is made with their child's best education and best interests at its heart. Staff should be aware that even though most home educated children have a positive experience, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

When a parent informs the headteacher of their intention to electively home educate their child, the school will convene and coordinate a meeting between the LA, relevant school staff, parents and all key professionals currently working with the child and family. In accordance with LBTH Policy this meeting has to occur before any final decision is made by the parents, to ensure that the best interests of the child have been taken fully into account and carefully considered. The occurrence of this meeting is especially important when the children have known vulnerabilities including Children known to a Social Worker and SEND children.

18. WHISTLEBLOWING

All staff members have a responsibility to raise concerns about poor or unsafe practice and potential failures in any aspect of the school's safeguarding arrangements and staff should feel confident that such concerns will be taken seriously by the senior leadership team.

Whistleblowing

All staff members at Al-Mizan School & London East Academy have a responsibility to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding arrangements. To ensure that these concerns are taken seriously and addressed appropriately, staff must follow the procedures outlined in the school's Whistleblowing Policy.

The Whistleblowing Policy provides a clear framework for reporting concerns, protecting whistleblowers from retaliation, and ensuring that all issues are investigated thoroughly and fairly. Staff are encouraged to read and familiarize themselves with the Whistleblowing Policy, which is available on the school's shared drive and can be accessed through the school office.

For more information, please refer to the Whistleblowing Policy.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should consider other channels available as set out in the Government's List of Prescribed Bodies and Persons including:

The NSPCC Whistleblowing Advice Line 0800 028 0285 which is free & anonymous, more information can be found at nspcc.org.uk/whistleblowing.

19. REPORTING OF ALLEGATIONS AGAINST STAFF & CONCERNS THAT DO NOT MEET THE HARM THRESHOLD

Allegations of harm may indicate that a person who works with children might pose a risk of harm to children if they continue in that role. When an allegation is made against a member of staff including supply staff and volunteers, the school's Managing Allegations Procedures should be followed, and all action taken needs to be in line with KCSIE 2026 Part 4 and the THSCP Supplementary Guidance- Managing Allegations of Abuse against Staff – September 2026

An allegation is made against a member of staff including supply staff, volunteers, contractors and governors, when an individual has:

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

All staff must report all allegations, irrespective of the source, directly to the headteacher and ensure that it is put in writing, signed and dated. If the subject of the

allegation is the headteacher, then the allegation should be directly reported to the Chair of Governors.

On receipt of a report of an allegation, the headteacher will make immediate contact with the Local Authority Designated Officer for an initial discussion. If the allegation concerns the headteacher, then the Chair of Governors shall make contact with the LADO.

When an allegation is made against a supply member of staff, the headteacher will be the case manager and take the lead in contacting the LADO.

When schools receive a report of an allegation relating to an incident that happened when an individual or external organisation was making use of the school premises for activities involving children, the headteacher should seek the advice of the LADO.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

LBTH Local Authority Designated Officer (LADO): Melanie Benzie

Email: Melanie.Benzie@towerhamlets.gov.uk or LADO@towerhamlets.gov.uk

Telephone: 0207364 0677

In accordance with the Early Years Framework registered Early Years settings must notify Ofsted of serious allegations of harms and the actions taken by the setting as soon as is reasonably practicable but no longer than 14 days. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

Concerns about staff that do not initially seem to fulfil the allegation criteria set out above are known as Concerns that do not meet the Harm Threshold, sometimes called low-level concerns, not because they are insignificant but because they do not initially seem to meet the harm threshold. Staff should report and self-report such concerns in accordance with the school's procedures, which are found in the school's Staff Code of Conduct. Contact will be made with the LADO for advice and guidance when appropriate as part of the Headteacher's or Chair of Governor's response to the report.

Staff Code of Conduct

All staff members at Al-Mizan School & London East Academy are expected to adhere to the highest standards of professional behavior and conduct. To ensure clarity on these expectations, staff must follow the guidelines outlined in the school's Staff Code of Conduct.

The Staff Code of Conduct includes a specific section on handling concerns that do not meet the Harm Threshold, sometimes referred to as "low-level concerns." This section provides clear instructions on how to report and manage such concerns to maintain a safe and supportive school environment.

Staff are encouraged to read and familiarize themselves with the Staff Code of Conduct, which is available at the following link: [Insert Link Here].

For more information, please refer to the Staff Code of Conduct.

All staff should understand their responsibility to report **all concerns** about staff conduct which has taken place at the school or outside of the school including online environments, no matter how small or insignificant they might be perceived to be.

20. STAFF SAFEGUARDING TRAINING INCLUDING TRAINING FOR GOVERNORS

In addition to School Staff, Governors and Trustees are required to have compulsory safeguarding training as part of their induction and to maintain their knowledge through regular safeguarding training and updates. The safeguarding training at induction and indeed as part of continuous professional development should include Online Safety covering among other things an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring systems in place at the school. Through regular safeguarding training and updates staff are given the relevant skills and knowledge to safeguard children effectively and governors/trustees will be empowered and equipped to provide strategic challenge and gain assurance that effective safeguarding arrangements are in place.

Safeguarding Training and Development

At Al-Mizan School & London East Academy, we are committed to ensuring that all staff and governors are well-equipped to safeguard and promote the welfare of our students. Our comprehensive safeguarding training program includes the following components:

1. **Safeguarding Training for Governors and Staff:**
 - All governors and staff receive annual safeguarding training, which covers the latest legislation, policies, and best practices in safeguarding children. This training is mandatory and ensures that everyone is aware of their responsibilities and the procedures to follow in case of a safeguarding concern.

- Specialized training sessions are provided for the Designated Safeguarding Lead (DSL), Deputy DSLs, and other key personnel to deepen their understanding of specific safeguarding issues and their roles.
- 2. Procedures for Missed Training:**
 - If any staff member misses the scheduled safeguarding training, they are required to complete the training as soon as possible through a catch-up session. The school arranges additional training sessions to ensure no one is left untrained.
 - Continuous reminders and follow-ups are conducted by the DSL to ensure all staff members complete their training.
- 3. Safeguarding Induction for New Staff, Agency Staff, and Volunteers:**
 - All new staff, including agency staff and volunteers, receive a safeguarding induction as part of their onboarding process. This induction includes:
 - An overview of the school's Child Protection and Safeguarding Policy.
 - Information on the role of the DSL and Deputy DSLs.
 - Guidance on recognizing and reporting safeguarding concerns.
 - An introduction to the school's safeguarding record system.
 - New staff are required to read and understand Part 1 of Keeping Children Safe in Education (KCSIE) 2026 and sign a declaration confirming they have done so.
- 4. Receiving Safeguarding Updates and Bulletins:**
 - Staff receive regular safeguarding updates and bulletins through staff meetings, emails, and the school's internal communication systems. These updates include changes in legislation, new guidance, and reminders of key safeguarding procedures.
 - The DSL provides briefings on specific safeguarding issues as needed to ensure ongoing awareness and understanding.
- 5. Proactive Engagement and Keeping Up to Date:**
 - Staff are encouraged to be proactive in keeping their safeguarding knowledge up to date. This includes attending additional training sessions, participating in webinars, and reading relevant publications.
 - The school provides access to online resources and training modules to support continuous professional development in safeguarding.
- 6. Communication of Safeguarding Policies and KCSIE 2025 Part 1:**
 - All safeguarding policies, including the Child Protection and Safeguarding Policy, are accessible to staff through the school's shared drive and website.
 - Staff are required to read and acknowledge Part 1 of KCSIE 2025. The DSL ensures that all staff have understood this document through discussions and quizzes during staff meetings.
- 7. Measuring Learning Outcomes:**
 - The effectiveness of safeguarding training is measured through regular assessments, including quizzes and feedback forms.
 - Observations and audits are conducted to ensure that staff are applying their safeguarding knowledge in practice.
 - The DSL and Senior Leadership Team (SLT) review training outcomes and identify any areas for improvement or additional training needs.

By implementing these comprehensive training and communication strategies, Al-Mizan School & London East Academy ensures that all staff and governors are knowledgeable, vigilant, and proactive in safeguarding the welfare of our students.

21. VISITORS

Visitors Policy and Safeguarding Measures

At Al-Mizan School & London East Academy, we prioritize the safety and well-being of our students by implementing stringent measures for all visitors to the school. Our Visitors Policy outlines the procedures and checks conducted to ensure that children are safeguarded during the duration of any visit.

1. Visitor Checks and Procedures:

- All visitors must report to the school office upon arrival and sign in using the visitor logbook. They are required to provide valid identification, which is checked by office staff.
- Visitors are issued with a visitor badge that must be worn at all times while on school premises. This badge clearly indicates their visitor status and ensures they are easily identifiable.
- Any visitor who will have unsupervised access to children, or who is invited for extended periods, is subject to additional checks, including a DBS (Disclosure and Barring Service) check where applicable.

2. Safeguarding During Visits:

- Visitors are always supervised by a member of school staff while on site, ensuring that they do not have unsupervised access to children. This supervision includes accompanying visitors to their destinations and monitoring their interactions with students.
- Staff members are trained to be vigilant and to report any concerns about a visitor's behavior immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.

3. Inviting External Speakers:

- When inviting external speakers, the school follows a specific protocol to ensure the appropriateness and safety of the event. This includes:
 - Conducting background checks and reviewing the speaker's credentials and content of their presentation.
 - Ensuring that the speaker is briefed on the school's safeguarding policies and the expectations for their conduct while on site.
 - Supervising the speaker at all times and monitoring the content of their presentation to ensure it is suitable and aligns with the school's values and safeguarding standards.

4. Prevent Duty Compliance:

- In accordance with the Prevent Duty, the school takes steps to ensure that no speaker or visitor promotes extremist views or any content that could be harmful to students. This involves thorough vetting and ongoing monitoring of all external visitors.

By adhering to these comprehensive procedures, Al-Mizan School & London East Academy ensures that all visitors are appropriately vetted and supervised, thereby maintaining a safe and secure environment for our students.

When a Social Worker, Police Officer or another professional visits the school to meet with a child as part of statutory investigations or other work, the ultimate safeguarding responsibility remains with the school. The school is aware of the need for the child to have an appropriate adult when interviewed by the Police in accordance with the PACE Code C statutory guidance.

22. VOLUNTEERS

At Al-Mizan School & London East Academy, all volunteers are subject to safeguarding checks that are proportionate to their role and level of contact with children.

From September 2026, volunteers undertaking teaching, training, instruction or supervision of children frequently, on more than three days in a thirty-day period, or overnight, are engaged in regulated activity and will require appropriate DBS checks, including children's barred list information where required.

Volunteers who are not undertaking regulated activity will be subject to a written risk assessment to determine the level of safeguarding checks required.

All volunteers are supervised by a member of staff for the duration of their time on the premises until any necessary checks have been completed.

23. ALTERNATIVE PROVISION PROVIDERS

Where Al-Mizan School & London East Academy places a pupil with an alternative provision provider in the best interests of the child, the school continues to be responsible for the safeguarding of that pupil and will take action to be satisfied that the placement meets the pupil's needs.

In accordance with KCSIE and the statutory guidance Arranging Alternative Provision, as a minimum the school will keep a written record of where a child is based during school hours, the address of the alternative provider, and any subcontracted provision or satellite sites the child may attend. The school will review alternative provision placements at least half-termly to be assured that the child is attending regularly and that the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the school will review the placement immediately and consider termination if necessary, unless and until those concerns have been satisfactorily addressed.

In fulfilment of its safeguarding responsibilities towards the pupil placed there, the school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the provider, equivalent to the checks the school would carry out on its own staff. The school will also obtain written confirmation that the alternative provider will inform the school of any change in circumstances that may put the child at risk, such as staff changes, so that the school can be satisfied that appropriate safeguarding checks have been carried out on new staff.

24. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Extended and Off-Site Activities

At Al-Mizan School & London East Academy, we recognize the importance of ensuring the safety and well-being of our students during extended and off-site activities. To this end, all such activities are subject to comprehensive risk assessments and are conducted in accordance with our Child Protection Policy and safeguarding procedures.

1. Risk Assessment:

- Prior to any extended or off-site activity, a detailed risk assessment is conducted to identify potential hazards and determine appropriate control measures. This includes assessing the suitability of the location, the qualifications and ratios of supervising staff, and the specific needs of participating students.
- The risk assessment process involves consulting with relevant stakeholders, including staff, parents, and external providers, to ensure all potential risks are considered and mitigated.

2. Application of Child Protection Policy and Safeguarding Procedures:

- During extended and off-site activities, the school's Child Protection Policy and safeguarding procedures apply in full. This ensures that the same high standards of safety and supervision are maintained as on school premises.
- All staff involved in the activity are briefed on their safeguarding responsibilities and the procedures to follow in case of any concerns. This includes clear instructions on reporting mechanisms and emergency contacts.

3. Direct Management and Supervision:

- Activities are directly managed and supervised by school staff who are familiar with the students and trained in safeguarding practices. Staff-to-student ratios are maintained in accordance with best practices and the specific requirements of the activity.
- Continuous supervision is ensured throughout the activity, with designated points of contact and regular headcounts to account for all students.

4. Documentation and Communication:

- Detailed plans and risk assessments for extended and off-site activities are documented and reviewed by the Senior Leadership Team (SLT). Copies of these documents are also shared with relevant staff and, where appropriate, parents.
- Clear communication channels are established to ensure that all involved parties are informed of the arrangements and any specific instructions related to the activity.

By implementing thorough risk assessments and adhering to our Child Protection Policy and safeguarding procedures, Al-Mizan School & London East Academy ensures that extended and off-site activities are conducted safely and that students are protected at all times.

Ensuring Effective Safeguarding Arrangements for Off-Site Activities

At Al-Mizan School & London East Academy, we are committed to ensuring that all off-site activities, including day trips, residential visits, and work-related activities, are conducted

with the highest standards of safeguarding. To guarantee the safety and well-being of our students during these activities, we implement the following measures:

1. **Comprehensive Risk Assessments:**
 - Detailed risk assessments are conducted for all off-site activities. These assessments identify potential hazards and outline specific measures to mitigate risks, ensuring a safe environment for students.
 - The risk assessments are reviewed and approved by the Senior Leadership Team (SLT) to ensure they meet the school's stringent safeguarding standards.
2. **Pre-Visit Checks and Preparation:**
 - Prior to any off-site activity, staff conduct pre-visit checks to familiarize themselves with the location, facilities, and potential risks. This includes verifying the credentials and safeguarding policies of any external providers or venues.
 - Students and parents are provided with detailed information about the activity, including safety procedures and behavioral expectations.
3. **Staff Training and Supervision:**
 - All staff involved in off-site activities receive specific training on the safeguarding procedures relevant to the activity. This includes emergency response protocols and the reporting of any safeguarding concerns.
 - Appropriate staff-to-student ratios are maintained to ensure effective supervision. Staff are assigned specific groups of students to monitor, and regular headcounts are conducted throughout the activity.
4. **Clear Communication Channels:**
 - Communication plans are established to ensure that staff can maintain contact with each other and with the school during the activity. This includes the use of mobile phones, radios, or other communication devices as appropriate.
 - Parents are provided with emergency contact information and are kept informed of any significant updates during the activity.
5. **External Provider Vetting:**
 - When using external providers for activities such as residential visits or work placements, the school ensures that these providers have robust safeguarding policies in place. This includes checking for appropriate DBS (Disclosure and Barring Service) checks and safeguarding training for their staff.
 - Agreements with external providers include clear expectations regarding the safeguarding responsibilities of both the provider and the school.
6. **Continuous Monitoring and Evaluation:**
 - During the activity, staff continuously monitor the safety and well-being of students, addressing any concerns immediately. Regular briefings are held to review the progress of the activity and to ensure that all safeguarding measures are being followed.
 - After the activity, a debriefing session is conducted to evaluate the effectiveness of the safeguarding arrangements and to identify any areas for improvement.

By implementing these comprehensive measures, Al-Mizan School & London East Academy ensures that effective safeguarding arrangements are in place for all off-site activities, providing a safe and supportive environment for our students to learn and grow.

Where services or activities are provided separately by another organisation outside of normal school hours, the school will seek assurance that the organisation has effective safeguarding policies and procedures in place. This applies regardless of whether or not the children who attend any of these services or activities are pupils on the school register. The safeguarding standards expected of non-regulated external organisations, are set out in the Department for Education's ~~Keeping Children Safe during community activities, after school clubs and tuition: non-statutory guidance for providers running out of school activities (April 2022)~~ After-School Clubs, Community Activities and Tuition: Safeguarding Advice for Providers (September 2023, Updated 29 May 2025). The school will ensure that all safeguarding requirements are set out clearly in the lease or hire agreement with the organisation, as a condition of use and occupation of the school premises; and that failure to comply would lead to the termination of the agreement.

25. IDENTIFYING ABUSE

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Abuse may be carried out by adults and other children.

The school is aware that children can be at risk of abuse, harm and exploitation outside of the family home. Such extra familial harms include sexual exploitation, criminal exploitation, serious youth violence, and abuse that occurs on digital and online platforms. All staff especially the DSL and Deputy DSLs must consider whether children are at risk of harm and exploitation in environments outside the family home. All staff should therefore apply a Contextual Safeguarding approach when safeguarding children in the setting.

26. INDICATORS OF ABUSE

Physical - 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 fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also

include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

The DSL is aware of the borough's LBTH Neglect Guidance toolkit and all school staff understand their important frontline role in identifying children who may be suffering from Neglect.

27. VOICE OF THE CHILD

All those with a responsibility to safeguard children need to recognise that it takes great courage for a child to share a concern and speak up about any form of abuse especially child sexual abuse.

There are many reasons why children are not able to articulate what they are experiencing. Children may feel embarrassed, humiliated, or are currently being

threatened by the perpetrator of abuse. Also, children may not feel ready or know how to tell a trusted adult that they are being abused, exploited, or neglected. They may not even realise that their experiences are harmful.

The barriers preventing a child communicating their concerns may be connected to their vulnerability, disability, sexual orientation, or language. The child's behaviour including misbehaviour may be the first sign that a child has experienced harm. Staff will therefore exhibit professional curiosity and understand that a child may be communicating a concern through their actions and behaviours and take a safeguarding approach when responding to behaviours.

Staff need to be aware of and promote the systems in place at the school which enable children to share their concerns and report abuse confidently. Children need to be assured that their concerns will be taken seriously by staff and action will be taken to safeguard and protect them. It is also important that staff determine how best to build safe and trusted relationships with children and young people which facilitates communication and the sharing of concerns.

Facilitating Children Voicing Concerns and Reporting Abuse

At Al-Mizan School & London East Academy, we are committed to creating an environment where all children feel safe, supported, and empowered to voice their concerns and report any instances of abuse. In accordance with Keeping Children Safe in Education (KCSIE) 2026 Part 2, we have established robust systems to ensure these processes are accessible, understood by all children, and actively promoted throughout the school.

1. Accessible Reporting Systems:

- **Open Door Policy:** We maintain an open door policy where students can approach any member of staff they trust to voice their concerns or report abuse. Staff are trained to handle disclosures sensitively and follow the appropriate safeguarding procedures.
- **Designated Safeguarding Lead (DSL) and Deputy DSLs:** Information about the DSL, and Deputy DSL, Najda Saleh, including their contact details, is prominently displayed around the school. Students are encouraged to reach out to them directly with any safeguarding concerns.
- **Anonymous Reporting:** We provide an anonymous reporting system through a secure drop-box located in a discreet area of the school. This allows students to report concerns without revealing their identity, if they prefer.

2. Understanding and Awareness:

- **Student Education:** We educate students about safeguarding and the importance of reporting concerns through assemblies, PSHE (Personal, Social, Health, and Economic) education, and dedicated safeguarding workshops. These sessions cover how to recognize abuse, the importance of speaking out, and the steps to take if they or someone they know is at risk.
- **Clear Communication:** Our safeguarding policies and procedures are communicated in student-friendly language and are available in accessible formats. Visual aids, posters, and leaflets are used to reinforce key messages and ensure all students understand how to report concerns.

3. Promotion Throughout the School:

- **Visible Signage:** Posters and displays about safeguarding, including how to report concerns, are placed in prominent locations around the school, such as classrooms, corridors, and common areas. These materials highlight the roles of the DSL and Deputy DSLs and provide clear instructions on reporting procedures.
- **Regular Reminders:** We regularly remind students about the importance of safeguarding and the available reporting systems during school assemblies, tutor group sessions, and through digital communications like the school newsletter and website.
- **Engagement Activities:** We actively engage students in safeguarding initiatives through campaigns, peer mentoring programs, and student councils. These activities promote a culture of openness and encourage students to take an active role in their own safety and the safety of their peers.

By implementing these comprehensive systems, Al-Mizan School & London East Academy ensures that all children have the knowledge, confidence, and means to voice their concerns and report abuse, fostering a safe and supportive school environment.

28. CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation is a form of child sexual abuse. 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. The victim may have been sexually exploited even if the sexual activity appears consensual. Apart from age other factors that could make a child more vulnerable to exploitation, include gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

CSE can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited, as they may believe they are in a genuine romantic relationship. Children may also be exploited by other children, who

themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Staff should be vigilant and be aware of the following indicators of CSE, which is by no means an exhaustive list, and report all concerns immediately to the DSL:

- Children who are in possession of multiple phones and overly anxious to check their phones
- Children who experience sudden changes in behaviour e.g. looking agitated, children who want to leave the school premises at lunchtime
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant.
- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Communication of CSE Risks through PSHE and RSE Curriculum

At Al-Mizan School & London East Academy, we are dedicated to educating our students about the risks and signs of Child Sexual Exploitation (CSE) as part of our comprehensive safeguarding strategy. This education is integrated into our Personal, Social, Health, and Economic (PSHE) and Relationships and Sex Education (RSE) curriculum to ensure that all students are informed, aware, and prepared to protect themselves and others.

1. PSHE and RSE Curriculum Integration:

- **CSE Awareness Education:** Through our PSHE and RSE lessons, we provide age-appropriate education about the nature and risks of CSE. Students learn about healthy relationships, consent, and the dangers of exploitation, both online and offline.
- **Recognizing Signs:** The curriculum includes modules on recognizing the signs of CSE, such as grooming behaviors, coercion, and inappropriate relationships. This helps students identify potentially dangerous situations and understand the importance of seeking help.
- **Protection Strategies:** We teach students practical strategies to protect themselves from exploitation, including how to set personal boundaries, how to stay safe online, and where to go for help if they feel at risk.

2. Engaging and Informative Content:

- **Interactive Lessons:** The curriculum uses interactive lessons, discussions, and role-playing exercises to engage students and reinforce key messages about CSE and personal safety.

- **Resource Availability:** We provide students with resources, such as leaflets and online materials, that offer additional information and support on CSE and related issues.
- 3. **Staff Training and Support:**
 - **Teacher Preparedness:** Our staff receive specialized training on delivering CSE education effectively and sensitively. This ensures that teachers are well-prepared to handle difficult topics and respond to any concerns that students may have.
 - **Ongoing Professional Development:** We provide ongoing professional development opportunities to keep staff updated on the latest information and best practices related to CSE education.
- 4. **Holistic Approach:**
 - **Whole School Involvement:** CSE awareness and prevention are part of our whole school approach to safeguarding. We involve all staff, from teachers to support staff, in recognizing and addressing CSE risks.
 - **Parental Engagement:** We engage parents through information sessions and communication materials to ensure they are aware of the CSE education their children are receiving and can support them at home.

By integrating CSE risks education into our PSHE and RSE curriculum, Al-Mizan School & London East Academy ensures that students are well-informed, vigilant, and empowered to safeguard themselves and their peers from exploitation.

For further information staff can read the [Home Office Statutory Guidance](#) on Child Sexual Exploitation as well as speaking to the DSL. The Children's Society has provided useful guidance on [Child Sexual Exploitation](#).

29. CHILD CRIMINAL EXPLOITATION INCLUDING COUNTY LINES

Child Criminal Exploitation 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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country through County Lines, forced to shoplift or pickpocket, or to threaten other young people. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to

All Staff should be aware that girls as well as boys can be risk of CCE. It is important for staff to note that boys or girls being criminally exploited are at higher risk of being sexually exploited.

Staff need to be aware of some of the indicators of CCE:

- Children who are in possession of multiple phones and overly anxious to check their phones
- Children who experience sudden changes in behaviour e.g. looking agitated, children who want to leave the school premises at lunchtime
- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

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.

Many of the indicators of children involved in County Lines are as described above under CCE. However, in addition they can include children who:

- go missing from education and/or home and subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘traphouse or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office and The Children’s Society County Lines Toolkit For Professionals. Metropolitan Police information leaflets raising awareness about Cuckooing are available from the council website in English, Bengali and Somali.

When referring children at risk of Exploitation to MAST, the school will give consideration to completing an Exploitation Screening Tool to support the Local Authority’s assessment of risk to the child.

[N.B. Primary schools should be alert to the increase vulnerability of children under 10 years old being exploited because they are under the age of criminal responsibility]

30. SERIOUS YOUTH VIOLENCE

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, 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, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

31. ONLINE HARMS

Children should have the right to explore the digital environment but also the right to be safe when on it. However, technology often provides the platform that facilitates harm, and the use of technology has become a significant component of many safeguarding issues. Examples of which include child sexual exploitation; child criminal exploitation; radicalisation; sexual predation/grooming; and forms of child-on-child abuse such as cyberbullying and nudes and semi-nudes. The Online Safety Act 2023 among other things makes cyberflashing, threatening communications and the promotion of self-harm criminal offences. Artificial Intelligence is the current technological innovation evolving with speed, which will benefit society including the education sector but also generate great risks and challenges compromising the safety of children, for example, Generative Artificial Intelligence is being misused to create sexualised images and videos of children especially girls.

In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse other children online, which can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. In accordance with Behaviour in Schools. Advice for headteachers and school staff (September 2022), the school promotes as part of its culture of excellent standards of behaviour that the same standards of behaviour are expected online as apply offline, and that every pupil should be treated with kindness, respect and dignity.

An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk that should form the framework for school's approach to Online Safety:

- Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racism, prejudice-based content, misogyny, misinformation, disinformation, conspiracies, self-harm, suicide, anti-Semitism, radicalisation and extremism;
- Contact: being subjected to harmful online interaction with other users; for example, peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention of grooming or exploiting them for sexual, criminal; financial or other purposes;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images

(e.g. consensual or non-consensual sharing of nudes and semi-nudes), and/or pornography, sharing other explicit images and online bullying.

- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. When pupils are at risk of phishing, school can reports concerns to the Anti-Phishing Working Group (<https://apwg.org/>).

School is committed to reviewing and implementing its Online Safety Risk Assessment to keep staff and pupils safe when using technology including the use of Artificial Intelligence.

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer).

When there are concerns about a child in this area, staff should notify the DSL, who will consider referring the child into the Cyber Choices programme (cyberchoices.uk), which provides early intervention where children are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

In accordance with the Prevent Duty the school has appropriate filtering and monitoring systems in place when children access the internet via school devices and when using the school network. The school meets the Department for Education’s Filtering and Monitoring Standards through

- identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
- reviewing filtering and monitoring provision at least annually.
- blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
- having effective monitoring strategies in place that meet their safeguarding needs.

Internet Filtering and Monitoring System

At Al-Mizan School & London East Academy, we prioritize the online safety of our students by implementing robust filtering and monitoring systems when they access the internet via school devices and the school network. These systems are designed to protect students from harmful content and online risks while promoting a safe and secure digital learning environment.

1. **Filtering System:**

- **Content Filtering:** Our internet filtering system blocks access to inappropriate, harmful, or age-inappropriate content, including websites related to violence, pornography, radicalization, and cyberbullying. This system is regularly updated to ensure it addresses emerging threats and new harmful content.
- **Keyword Blocking:** The system uses keyword blocking to prevent searches related to unsafe or inappropriate topics. This helps safeguard students from accidentally or intentionally accessing harmful material.

2. **Monitoring System:**

- **Activity Monitoring:** The monitoring system tracks and logs student activity on school devices and the network, including websites visited, search queries, and online interactions. This allows us to detect any potentially harmful behavior or access to inappropriate content.
- **Real-Time Alerts:** Our monitoring system provides real-time alerts to designated staff when suspicious or concerning activity is detected. This enables immediate intervention to protect the student and address any issues.

3. **Regular Review and Evaluation:**

- **Effectiveness Reviews:** The effectiveness of our filtering and monitoring systems is regularly reviewed by the IT team and the Senior Leadership Team (SLT). These reviews include assessing the system's ability to block harmful content, monitor student activity effectively, and respond to emerging online risks.
- **Feedback and Reporting:** We gather feedback from staff and students on the performance of the filtering and monitoring systems. Any issues or suggestions for improvement are documented and addressed promptly.
- **Updates and Improvements:** Based on the reviews and feedback, the filtering and monitoring systems are updated and enhanced to ensure they remain effective. This includes incorporating new technologies and methodologies to tackle evolving online threats.

4. **Education and Awareness:**

- **Digital Citizenship:** We educate students about digital citizenship, including safe internet use, recognizing online risks, and reporting concerns. This education is integrated into the curriculum and supported by workshops and assemblies.
- **Staff Training:** Staff receive regular training on the use of filtering and monitoring systems, recognizing signs of online risk, and responding to incidents. This ensures they are well-equipped to support students in maintaining online safety.

By implementing these comprehensive filtering and monitoring systems and regularly reviewing their effectiveness, Al-Mizan School & London East Academy ensures a secure online environment that protects students from harm and promotes responsible internet use.

Ensuring Safe Online Remote Learning

At Al-Mizan School & London East Academy, we are committed to providing a safe online learning environment for both staff and pupils during periods of remote learning. To ensure

the safety and well-being of our school community, we have implemented the following measures:

1. **Secure Platforms:**
 - **Approved Tools:** Online remote learning is conducted using secure, approved platforms such as Google Classroom, Microsoft Teams, or Zoom. These platforms are chosen for their robust security features, including encryption and secure login procedures.
 - **Access Controls:** Only authorized users can access online learning sessions. Students and staff are provided with secure login credentials, and access controls are in place to prevent unauthorized entry.
2. **Training and Guidance:**
 - **Staff Training:** All staff receive training on best practices for online safety, including setting up secure online classrooms, managing virtual interactions, and recognizing and responding to online safeguarding concerns.
 - **Student Guidance:** Students are given clear guidelines on acceptable behavior during online lessons, including how to stay safe online, protect their personal information, and report any concerns.
3. **Parental Involvement:**
 - **Information and Support:** Parents are provided with information on how to support their child's online learning and ensure their safety. This includes guidance on setting up safe learning environments at home and monitoring their child's online activity.
 - **Communication:** Regular communication with parents ensures they are informed about the tools and platforms being used and any updates to online learning protocols.
4. **Monitoring and Supervision:**
 - **Live Session Monitoring:** Staff members monitor live online learning sessions to ensure appropriate behavior and address any issues immediately. Breakout rooms and chat functions are supervised to prevent misuse.
 - **Recording Sessions:** Where appropriate, online sessions are recorded to provide a record of interactions and to review if any concerns arise.
5. **Online Safety Policies:**
 - **Remote Learning Policy:** The school has a detailed Remote Learning Policy that outlines the expectations and procedures for safe online learning. This policy includes guidelines for maintaining professional boundaries, protecting personal data, and reporting safeguarding concerns.
 - **Acceptable Use Policy:** Students and staff must adhere to the Acceptable Use Policy, which defines acceptable and unacceptable behavior online. This policy helps maintain a safe and respectful virtual learning environment.
6. **Safeguarding Measures:**
 - **Designated Safeguarding Lead (DSL) Availability:** The DSL and Deputy DSLs remain accessible during remote learning periods to address any safeguarding concerns. Students and parents are provided with contact information for reporting issues.
 - **Regular Check-Ins:** Teachers and pastoral staff conduct regular check-ins with students to monitor their well-being and identify any emerging concerns that may require intervention.

By implementing these comprehensive measures, Al-Mizan School & London East Academy ensures that online remote learning is conducted safely and securely, providing a positive and protective learning environment for all.

School is committed to ensuring that Online Safety is a running and interrelated theme throughout its safeguarding arrangements including policy and procedure, the curriculum, staff training and induction, the role of the DSL, and parental engagement. This includes promoting an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring systems in place when children access the internet via school devices and the school network.

As part of a whole school approach the school is committed to ensure that all parents have the opportunity to be empowered and upskilled in keeping children safe online through the sharing of Online Safety information, advice and guidance including the offer of workshops to support parents for example in installing safeguards on to their children's digital devices.

Cross-References to Relevant Policies

To ensure a comprehensive approach to safeguarding and promoting a safe learning environment, Al-Mizan School & London East Academy aligns its Child Protection Policy with several key policies:

1. **Online Safety Policy:**
 - The Online Safety Policy outlines the measures in place to protect students from online risks, including cyberbullying, exposure to inappropriate content, and online exploitation. This policy provides detailed guidelines on the use of digital technologies, internet safety education, and the responsibilities of staff and students in maintaining online safety.
2. **Pupil Behaviour Policy:**
 - The Pupil Behaviour Policy sets out the expectations for student conduct, both online and offline. It includes guidelines for acceptable behavior during remote learning sessions and addresses how behavioral issues, including those that occur online, will be managed. This policy helps create a respectful and safe school environment conducive to learning.
3. **Acceptable Use Policies (AUP):**
 - **Staff Acceptable Use Policy:** This policy outlines the acceptable use of school technology and internet resources by staff. It includes provisions for maintaining professional boundaries, protecting personal data, and reporting any concerns about online behavior or content.
 - **Pupil Acceptable Use Policy:** The Pupil AUP defines the acceptable use of technology and internet resources by students. It provides guidelines for safe and responsible online behavior, emphasizing the importance of respecting others and safeguarding personal information.

These policies work in conjunction to provide a robust framework for safeguarding students and staff, ensuring that all members of the school community understand their roles and responsibilities in maintaining a safe and secure learning environment. For detailed information, please refer to the respective policies available on the school's shared drive and website.

In accordance with Department for Education's guidance, Mobile Phones in Schools (February 2024), the school prohibits the use of mobile/smart phones throughout the school day as set out in the Behaviour Policy.

Ongoing Risk Assessment and Reviewing of Online Safety

At Al-Mizan School & London East Academy, we are committed to maintaining a safe online environment for our students and staff. This commitment involves continuous risk assessment and regular reviews of our online safety measures to adapt to emerging threats and ensure the highest standards of digital safety.

1. Continuous Risk Assessment:

- **Regular Monitoring:** The school's IT team regularly monitors internet activity, usage patterns, and system alerts to identify potential risks and vulnerabilities in real-time. This proactive approach allows us to address issues promptly and effectively.
- **Threat Analysis:** We conduct regular threat analyses to identify new and evolving online risks, including cyberbullying, inappropriate content, online grooming, and other forms of digital harm. This helps us stay ahead of potential threats and enhance our protective measures.

2. Reviewing Online Safety Measures:

- **Policy Reviews:** Our Online Safety Policy is reviewed annually or more frequently if needed to ensure it reflects current best practices and legislative requirements. This review process involves consultation with the Senior Leadership Team (SLT), the Designated Safeguarding Lead (DSL), and other relevant stakeholders.
- **Feedback and Evaluation:** We actively seek feedback from staff, students, and parents on the effectiveness of our online safety measures. This feedback is collected through surveys, meetings, and direct communication, and is used to inform our ongoing risk assessment and policy adjustments.
- **Incident Reviews:** Any online safety incidents are thoroughly reviewed to understand what occurred, how it was handled, and what improvements can be made to prevent similar incidents in the future. These reviews are documented and shared with the SLT and other relevant parties.

3. Updating and Improving Systems:

- **Technological Updates:** The school regularly updates its filtering and monitoring systems to incorporate the latest technologies and methodologies for online safety. This includes software updates, new security features, and improved monitoring tools.
- **Training and Awareness:** We provide ongoing training for staff and students on online safety, ensuring they are aware of the latest risks and best practices.

This training is updated regularly to reflect new developments in online safety and to reinforce the importance of vigilance and responsible behavior.

4. **Communication and Reporting:**

- **Transparent Reporting:** The outcomes of our risk assessments and reviews are communicated to the school community to maintain transparency and trust. This includes updates on any changes to policies or procedures and reminders about the importance of online safety.
- **Open Channels:** We maintain open channels for reporting online safety concerns, ensuring that staff, students, and parents can easily communicate any issues they encounter. This allows for timely intervention and continuous improvement of our online safety measures.

By implementing ongoing risk assessments and regular reviews of our online safety practices, Al-Mizan School & London East Academy ensures a dynamic and responsive approach to safeguarding our students and staff in the digital age.

Staff should report Online Safety concerns about pupils to the Designated Safeguarding Lead as with all other safeguarding concerns. When it comes to the safety and well-being of the child, the response to the risks and harms that children may experience in the online or digital environment should be no different than the offline, face to face world. For most children there is little distinction between the online and face to face interactions as the two environments often intersect with one another in their daily lives. Staff should recognise that children's experience of abuse in the digital environment may be even more pronounced, where the identity of the abuser is unknown and the abuse can continue 24 hours a day, 7 days a week.

Staff should be aware that children with known vulnerabilities such as SEND, LAC and PLAC children and Children known to a Social Worker, may be more vulnerable to harm and exploitation in the online and digital environments.

32. DOMESTIC ABUSE

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse recognises that domestic abuse may occur in different types of relationships, including ex-partners and family members and is not restricted to the family home. According to the definition the person perpetrating the abuse and the person to whom the abusive behaviour is directed towards must be aged 16 or over and be "personally connected". Domestic Abuse may involve a range of abusive behaviours, which may be a single incident or a pattern of abuse, including physical, sexual, emotional and economic abuse, and coercive and controlling behaviour.

Staff should be aware that all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and have a detrimental and long-term impact on their health, well-being, development, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home because of the abuse. Children can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’.

In response to safeguarding reports received about children involving Domestic Abuse, the school will make contact with Children’s Social Care for advice and guidance. Where appropriate school will complete a DASH Risk Assessment with the individual reporting as a victim of Domestic Abuse.

The school has signed up to the Metropolitan Police’s Operation Encompass project. Operation Encompass ensures that when police are called to an incident of domestic abuse, and where there are children in the household, the police will notify the school’s Designated Safeguarding Lead before the child arrives at school the following day, so that the school can provide ‘silent support’ to the child and follow up with Children’s Social Care where appropriate.

[Schools can contact the Tower Hamlets Violence Against Women and Girls Team for support required on any of the VAWG strands including training needs. Please contact the Prevent Training Officer: Amy-Kate.Garwood2@towerhamlets.gov.uk. Schools can also sign up to the VAWG Pledge.]

33. SO-CALLED HONOUR-BASED ABUSE

So-called ‘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), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of so-called Honour Based Abuse are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of Honoured Based Abuse, or already having suffered Honour Based Abuse.

If staff have a concern regarding a child who might be at risk of Honour Based Abuse or who has suffered from Honour Based Abuse, they should speak to the Designated Safeguarding Lead, who will follow local safeguarding procedures.

Female Genital Mutilation

In England, Wales and Northern Ireland, FGM is a criminal offence under the Female Genital Mutilation Act 2003.

Reference to HM Government Multi-Agency Statutory Guidance on FGM

Al-Mizan School & London East Academy is committed to safeguarding the well-being of all our students and adheres to the HM Government Multi-Agency Statutory Guidance on Female Genital Mutilation (FGM), updated on 30th July 2020. This guidance provides comprehensive instructions on identifying, reporting, and responding to cases of FGM.

1. Identification and Awareness:

- Staff are trained to recognize the signs of FGM and to understand the risks associated with this harmful practice. This includes awareness of the cultural, social, and health implications of FGM.
- We incorporate education about FGM into our safeguarding training programs, ensuring that all staff are equipped to identify and address potential cases.

2. Reporting and Response:

- In line with the statutory guidance, any concerns or disclosures related to FGM must be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSLs.
- Staff are aware of their duty to report known cases of FGM in girls under 18 directly to the police, in addition to following internal safeguarding procedures.
- We work closely with local authorities and health professionals to provide a coordinated response to any FGM concerns, ensuring the safety and well-being of affected students.

3. Support and Education:

- The school provides support to students at risk of or affected by FGM, including counseling and access to external support services.
- We engage with parents and the community to raise awareness about the dangers of FGM and the legal implications, promoting a protective environment for all children.

For more detailed information, staff are encouraged to refer to the HM Government Multi-Agency Statutory Guidance on FGM, which outlines the responsibilities of professionals in safeguarding children and vulnerable individuals from this practice.

HM Government Multi-Agency Statutory Guidance on FGM

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. However, teachers should notify the Designated Safeguarding Lead of this action as well as reporting the disclosure of FGM in line with school's safeguarding procedures.

The duty on teachers to report to the police does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures and report concerns to the Designated Safeguarding Lead. If in doubt, staff should speak to the Designated Safeguarding Lead.

Forced Marriage

In England and Wales, the practice of Forced Marriage is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Schools and colleges play an important role in safeguarding children from forced marriage.

School and college staff should contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufcdo.gov.uk.

Reference to Forced Marriage Unit's Statutory Guidance and Multi-Agency Guidelines

Al-Mizan School & London East Academy is dedicated to safeguarding the rights and well-being of all our students, particularly those at risk of forced marriage. We adhere to the Forced Marriage Unit's Statutory Guidance and Multi-Agency Guidelines "The Right to Choose," updated in June 2022. This guidance provides essential instructions for identifying, reporting, and responding to cases of forced marriage.

1. Identification and Awareness:

- Staff are trained to recognize the warning signs and indicators of forced marriage, including changes in behavior, withdrawal, and expressions of fear about family or travel.
 - The school integrates education about forced marriage into our safeguarding training, ensuring all staff are aware of the risks and their responsibilities in protecting students.
- 2. Reporting and Response:**
- In line with statutory guidance, any concerns or disclosures related to forced marriage must be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSLs.
 - Staff understand their duty to refer cases of forced marriage to the appropriate authorities, including the police and social services, following internal safeguarding procedures.
 - We collaborate with local authorities and the Forced Marriage Unit to ensure a coordinated and effective response to any concerns about forced marriage.
- 3. Support and Education:**
- The school provides support to students at risk of or affected by forced marriage, including access to counseling services and external support organizations.
 - We engage with parents and the community to raise awareness about the dangers and legal consequences of forced marriage, promoting a safe and protective environment for all students.

For detailed information, staff are encouraged to refer to the Forced Marriage Unit's Statutory Guidance and Multi-Agency Guidelines "The Right to Choose," which outline the responsibilities of professionals in safeguarding individuals from forced marriage.

The Right to Choose

Virginity Testing and Hymenoplasty

The government has made it illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK, as part of the Health and Care Act 2022.

It is also illegal for UK nationals and residents to do these things outside the UK.

In response to any reports of a child/young person being subject to or at risk of virginity testing or hymenoplasty, the DSL will take action in accordance with the government's non-statutory guidance Virginity testing and hymenoplasty: multi-agency guidance (July 2022).

34. RADICALISATION AND EXTREMISM

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the school's safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

Reference to Prevent Duty Guidance

Al-Mizan School & London East Academy is committed to safeguarding our students from the risks of radicalisation and extremism. In accordance with the Statutory guidance on the Prevent duty 2023 (Updated March 2024), which outlines our responsibilities under the Counter-Terrorism and Security Act 2015, we have established comprehensive measures to protect our students. Paragraphs 146-214 of this guidance specifically pertain to education and detail the duties of schools in this regard.

1. Identification and Awareness:

- Staff are trained to identify signs of radicalisation and extremism, such as changes in behavior, the expression of extremist views, or associations with extremist individuals or groups.
- Our safeguarding training includes modules on the Prevent duty, ensuring all staff understand their role in preventing radicalisation and protecting students.

2. Reporting and Response:

- Any concerns related to radicalisation or extremism must be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSLs.
- The school follows clear procedures for referring concerns to the Channel programme, which provides support to individuals at risk of being drawn into terrorism, as well as to local authorities and other relevant agencies.

3. Curriculum and Education:

- We integrate education on the dangers of radicalisation and extremism into our PSHE (Personal, Social, Health, and Economic) curriculum, promoting critical thinking, respect for diversity, and awareness of democratic values.
- Students are encouraged to discuss and understand the importance of tolerance, mutual respect, and the rule of law.

4. Prevent Duty Guidance:

- Staff are provided with the Prevent duty: safeguarding learners vulnerable to radicalisation, a support document published by the Department for Education in October 2022. This guidance offers practical advice and resources for those working in education settings with safeguarding responsibilities.
- The school regularly reviews its policies and practices in light of this guidance to ensure that we are effectively safeguarding our students from the risks associated with radicalisation and extremism.

By adhering to the Statutory guidance on the Prevent duty and implementing the strategies outlined in The Prevent duty: safeguarding learners vulnerable to radicalisation, Al-Mizan School & London East Academy ensures that we are fulfilling our duties to protect our students and promote a safe and inclusive learning environment.

Statutory guidance on the Prevent duty 2023 (Updated March 2024),

Prevent Risk Assessment and Checklists

At Al-Mizan School & London East Academy, we take our Prevent Duty responsibilities seriously, ensuring that we identify and mitigate risks associated with radicalisation and extremism. As part of this commitment, we complete and regularly review our Prevent Risk Assessment and Prevent Checklists.

1. Completion of Prevent Risk Assessment:

- The school conducts a comprehensive Prevent Risk Assessment to identify potential risks related to radicalisation and extremism within the school community. This assessment considers factors such as local demographics, student behavior, external influences, and any specific vulnerabilities.
- The assessment is led by the Designated Safeguarding Lead (DSL) in collaboration with the Senior Leadership Team (SLT), ensuring a thorough evaluation of all potential risks.

2. Review of Prevent Risk Assessment:

- The Prevent Risk Assessment is reviewed at least annually or more frequently if needed, such as following any significant incidents or changes in circumstances.
- The review process involves updating the risk assessment to reflect new information, emerging threats, and the effectiveness of current mitigation strategies. Feedback from staff, students, and external partners is incorporated into the review to ensure a comprehensive and current understanding of the risks.

3. Completion and Review of Prevent Checklists:

- In addition to the risk assessment, the school utilizes Prevent Checklists to systematically evaluate our compliance with the Prevent Duty. These checklists cover key areas such as staff training, curriculum content, safeguarding policies, and engagement with external agencies.
- The Prevent Checklists are completed by the DSL and reviewed regularly to ensure that all necessary actions are being taken to protect students from radicalisation and extremism. Any gaps identified are addressed promptly through targeted interventions and policy updates.

4. **Integration with Safeguarding Practices:**

- The findings from the Prevent Risk Assessment and Checklists are integrated into the school's overall safeguarding strategy, ensuring a coordinated and effective approach to preventing radicalisation.
- Staff are kept informed of the outcomes of the risk assessments and checklists through regular briefings and training sessions, reinforcing their role in maintaining a safe and secure school environment.

By completing and regularly reviewing our Prevent Risk Assessment and Prevent Checklists, Al-Mizan School & London East Academy ensures that we are proactive in identifying and mitigating risks associated with radicalisation and extremism, thereby fulfilling our Prevent Duty and safeguarding the well-being of our students

Staff Training and Curriculum for Discussing Religion, Ethnicity, and Culture

At Al-Mizan School & London East Academy, we are committed to fostering an inclusive and respectful learning environment where students can openly discuss issues of religion, ethnicity, and culture. To support this commitment, we provide extensive staff training and integrate these discussions into our curriculum, promoting fundamental British Values as part of our Spiritual, Moral, Social, and Cultural (SMSC) education.

1. **Staff Training Opportunities:**

- **Ongoing Professional Development:** All staff participate in regular professional development sessions focused on cultural competency, diversity, and inclusion. These sessions equip staff with the knowledge and skills to facilitate respectful and informed discussions on sensitive topics.
- **Prevent and Safeguarding Training:** Staff receive specific training on the Prevent Duty and safeguarding, which includes understanding the impact of radicalisation and extremism and promoting tolerance and respect for different cultures and beliefs.
- **Workshops and Seminars:** We host workshops and seminars led by experts in the fields of religion, ethnicity, and culture. These events provide staff with deeper insights and practical strategies for addressing these topics in the classroom.

2. **Curriculum Integration:**

- **PSHE and RSE Curriculum:** Our Personal, Social, Health, and Economic (PSHE) education and Relationships and Sex Education (RSE) curriculum include modules that address issues of religion, ethnicity, and culture. Students learn about the importance of respect, understanding, and tolerance in a diverse society.

- **Humanities and Social Studies:** Subjects such as history, geography, and religious studies provide opportunities for students to explore different cultures, religious beliefs, and historical contexts. These subjects encourage critical thinking and empathy.
 - **Assemblies and Special Events:** Regular school assemblies and special events, such as cultural festivals and religious observances, celebrate the diversity of our school community. These events provide platforms for students to share their cultural heritage and learn from each other.
3. **Promoting Fundamental British Values:**
- **Democracy and Rule of Law:** Through classroom discussions, student councils, and mock elections, we teach students about the principles of democracy and the importance of the rule of law. Students are encouraged to voice their opinions and participate in decision-making processes.
 - **Individual Liberty and Mutual Respect:** We promote individual liberty by encouraging students to express themselves and make informed choices. Mutual respect is fostered through collaborative activities and group projects that emphasize teamwork and understanding.
 - **Tolerance of Different Faiths and Beliefs:** Our curriculum and school culture actively promote tolerance of different faiths and beliefs. Students are taught to appreciate and respect religious and cultural diversity, both within the school and in the wider community.
4. **SMSC Education:**
- **Spiritual Development:** Students are given opportunities to reflect on their own beliefs and values, and to explore the beliefs and values of others through religious studies, meditation, and reflective practices.
 - **Moral Development:** Moral education is integrated into the curriculum, helping students understand ethical issues and develop a strong sense of right and wrong. Case studies, ethical dilemmas, and discussions on moral issues are common classroom activities.
 - **Social Development:** Social skills are developed through group activities, community service projects, and school clubs. These activities promote collaboration, communication, and a sense of community.
 - **Cultural Development:** Cultural appreciation is fostered through the study of different cultures, participation in cultural events, and exposure to diverse artistic expressions. Students are encouraged to respect and celebrate cultural diversity.

By providing staff with ongoing training and incorporating discussions of religion, ethnicity, and culture into our curriculum, Al-Mizan School & London East Academy ensures that students are well-prepared to engage with these important issues. This approach not only promotes fundamental British Values but also enriches our students' overall educational experience through comprehensive SMSC education.

In LBTH the Prevent Education Officer is Iona Karrman-Bailey: Iona.Karrman-Bailey@towerhamlets.gov.uk

In LBTH all Prevent referrals related to children should be made through the Multi Agency Support Team.

35. CHILD-ON-CHILD ABUSE (INCLUDING HARASSMENT AND VIOLENCE)

Staff must be aware that children may be harmed by other children.

Child-on-child abuse can happen both inside and outside of school including online. It is important that all staff recognise the indicators and signs of child-on-child abuse.

Staff should treat all reports of child-on-child abuse very seriously and make it clear that all forms are unacceptable. As with all forms of abuse the occurrence of child-on-child abuse is an infringement of a child's human rights. Abuse is abuse and will never be dismissed as 'banter' or 'part of growing up'. The school adopts a Zero Tolerance Approach to child-on-child abuse.

All staff should recognise that even though there are no reported cases of child-on-child abuse among pupils, such abuse may still be taking place and that it is simply not being reported.

Staff should be aware that it is more likely that boys will be perpetrators of child-on-child abuse and girls will be victims of child-on-child abuse. However, all forms of child-on-child abuse are unacceptable and will not be tolerated at the school.

Staff should recognise that child-on-child abuse can take many forms and may be facilitated by technology, including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as biting, hitting, kicking or hair pulling
- sexually harmful behaviour and sexual abuse including inappropriate sexual language, touching, sexual assault or rape
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos
- teenage relationship abuse – where there is a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- upskirting – taking a picture under a person's clothing without their knowledge and/or permission with the intention of viewing their buttocks or genitals (with or without underwear) to obtain sexual gratification. It is a criminal offence.

- initiation/hazing - used to introduce newcomers into an organisation or group by subjecting them to a series of trials and challenges, which are potentially humiliating, embarrassing or abusive.
- prejudice and discrimination - behaviours which cause a person to feel powerless, worthless or excluded originating from prejudices around belonging, identity and equality, for example, prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Although a child identifying as LGBTQ+ is not in itself a safeguarding concern, such children may be more vulnerable to forms of child-on-child abuse. This includes children who are perceived to be LGBTQ+ even though they do not identify as such. The school is committed to providing a safe space for all children to share any concerns they may have and in ensuring an inclusive culture is maintained. In the support that is provided to children questioning their gender, the school will adhere to any specific guidance issued by the Department for Education.

Procedures to Minimise the Risk of Child-on-Child Abuse

At Al-Mizan School & London East Academy, we are committed to creating a safe and supportive environment where all students are protected from harm, including the risk of child-on-child abuse. In accordance with Keeping Children Safe in Education (KCSIE) 2026 Part 2, we have implemented comprehensive procedures to minimize this risk and ensure the well-being of all students.

1. Preventative Education:

- **Curriculum Integration:** We incorporate education on healthy relationships, consent, and respect into our PSHE (Personal, Social, Health, and Economic) and RSE (Relationships and Sex Education) curricula. These lessons help students understand appropriate behavior and the importance of treating others with respect.
- **Awareness Campaigns:** Regular awareness campaigns and assemblies focus on issues such as bullying, cyberbullying, and peer pressure. These initiatives educate students on recognizing and reporting abuse and the importance of standing against abusive behaviors.

2. Robust Reporting Systems:

- **Clear Reporting Procedures:** Students are informed about the different ways they can report concerns, including speaking directly to a trusted adult, using the anonymous reporting system, or contacting the Designated Safeguarding Lead (DSL) or Deputy DSLs.

- **Accessible Channels:** We provide multiple accessible channels for students to report concerns, ensuring they feel comfortable and supported when coming forward with issues.
- 3. **Supervision and Monitoring:**
 - **Vigilant Supervision:** Staff are trained to be vigilant in supervising students, both in classrooms and during unstructured times such as breaks and lunchtimes. Increased supervision is provided in areas where students may be more vulnerable.
 - **Use of Technology:** We use monitoring systems to track online behavior and detect any signs of cyberbullying or inappropriate interactions among students.
- 4. **Clear Policies and Procedures:**
 - **Anti-Bullying Policy:** Our Anti-Bullying Policy outlines the school's approach to preventing and addressing all forms of bullying, including physical, verbal, and cyberbullying. It includes clear procedures for reporting, investigating, and resolving bullying incidents.
 - **Behavior Policy:** The Behavior Policy sets out the expectations for student conduct and the consequences for inappropriate behavior. It emphasizes the importance of respect and positive interactions among students.
- 5. **Support Systems:**
 - **Pastoral Care:** We provide robust pastoral care to support students who may be at risk of or affected by child-on-child abuse. This includes counseling services, peer support programs, and mentoring.
 - **Peer Mentoring:** Older students are trained as peer mentors to support younger students, fostering a supportive school community and providing additional layers of protection and support.
- 6. **Staff Training:**
 - **Safeguarding Training:** All staff receive regular safeguarding training that includes recognizing the signs of child-on-child abuse and understanding how to respond effectively to concerns.
 - **Specialized Training:** Staff receive specialized training on managing disclosures of abuse, supporting affected students, and implementing the school's safeguarding policies.
- 7. **Intervention and Response:**
 - **Prompt Action:** When an incident of child-on-child abuse is reported, prompt action is taken to investigate and address the issue. The DSL leads the investigation, ensuring a thorough and sensitive approach.
 - **Support for Victims and Perpetrators:** Both the victim and the perpetrator receive appropriate support. This may include counseling, behavioral interventions, and restorative practices to address the underlying issues and prevent reoccurrence.
- 8. **Parental Involvement:**
 - **Communication with Parents:** We engage with parents to inform them about our policies and procedures related to child-on-child abuse. Regular updates and resources are provided to help parents support their children.
 - **Parental Support:** Parents are encouraged to report any concerns they have about their child's interactions with peers. We provide guidance on how to recognize signs of abuse and the steps to take if they suspect their child is being abused or is abusing others.

By implementing these comprehensive procedures, Al-Mizan School & London East Academy aims to minimize the risk of child-on-child abuse and create a safe and nurturing environment for all students.

Recording, Investigating, and Dealing with Allegations of Child-on-Child Abuse

At Al-Mizan School & London East Academy, we take all allegations of child-on-child abuse seriously and are committed to ensuring that such allegations are thoroughly recorded, investigated, and dealt with in a manner that supports and protects all students involved. In accordance with Keeping Children Safe in Education (KCSIE) 2026 Part 2, the following procedures are in place:

1. Recording Allegations:

- **Immediate Documentation:** All allegations of child-on-child abuse must be documented immediately by the staff member who receives the disclosure or witnesses the incident. This initial record should include detailed information such as the date, time, location, and nature of the allegation, as well as the names of the individuals involved.
- **Safeguarding Record System:** Allegations are recorded in the school's safeguarding record system, [Insert Name of System, e.g., CPOMS or MyConcern]. This ensures that all information is securely stored and accessible to the Designated Safeguarding Lead (DSL) and relevant personnel.
- **Confidentiality:** Records are kept confidential and are only shared with individuals who need to know in order to support the investigation and safeguarding process.

2. Investigating Allegations:

- **Initial Assessment:** The DSL conducts an initial assessment to determine the severity of the allegation and the immediate safety needs of the students involved. This may involve speaking with the victim, the alleged perpetrator, and any witnesses.
- **Interviews:** The DSL, or a designated safeguarding team member, conducts interviews with the involved parties. These interviews are conducted in a sensitive and non-judgmental manner, ensuring that all students feel safe and supported during the process.
- **Evidence Gathering:** Relevant evidence, such as written statements, digital communications, and any physical evidence, is collected and reviewed as part of the investigation.

3. Dealing with Allegations:

- **Immediate Safety Measures:** If necessary, immediate measures are taken to ensure the safety of all students involved. This may include separating the students, providing additional supervision, or implementing temporary adjustments to schedules or activities.
- **Action Plan:** Based on the findings of the investigation, an action plan is developed to address the incident. This plan outlines the support and interventions for both the victim and the perpetrator, as well as any disciplinary actions required.
- **Support for Victims and Perpetrators:** Both the victim and the perpetrator receive appropriate support. This may include counseling, behavioral

interventions, and restorative practices aimed at addressing the underlying issues and preventing reoccurrence.

- **Parental Involvement:** Parents or carers of the students involved are informed about the incident, the investigation, and the actions being taken. They are provided with regular updates and are involved in developing and implementing support plans for their children.

4. **Follow-Up and Review:**

- **Monitoring:** The DSL and pastoral team monitor the well-being of the students involved following the resolution of the incident. This includes regular check-ins and ongoing support to ensure the effectiveness of the interventions and the continued safety of the students.
- **Review of Policies and Procedures:** The incident is reviewed to identify any lessons learned and to improve the school's policies and procedures. This helps ensure that the school's response to child-on-child abuse is effective and that best practices are followed.

5. **Documentation and Reporting:**

- **Detailed Records:** Detailed records of the investigation, actions taken, and outcomes are maintained in the safeguarding record system. These records are essential for transparency, accountability, and future reference.
- **Reporting to Authorities:** If the allegation involves criminal activity or significant harm, the school reports the incident to external authorities such as the police, social services, or other relevant agencies, in accordance with statutory requirements.

By following these procedures, Al-Mizan School & London East Academy ensures that allegations of child-on-child abuse are handled with the utmost care, ensuring the safety and well-being of all students involved.

Supporting Victims, Perpetrators, and Other Children Affected by Child-on-Child Abuse

At Al-Mizan School & London East Academy, we are committed to providing comprehensive support to all students affected by child-on-child abuse, including victims, perpetrators, and other children involved. In line with Keeping Children Safe in Education (KCSIE) 2026 Part 2, we have established the following processes to ensure their well-being and recovery:

1. **Support for Victims:**

- **Immediate Safety and Well-being:** Ensuring the immediate safety and emotional well-being of the victim is our top priority. This may involve separating the victim from the perpetrator and providing a safe space where the victim feels secure.
- **Emotional and Psychological Support:** Victims are offered counseling and psychological support from trained professionals within the school or through external agencies. This support helps them process their experiences and begin their recovery.
- **Ongoing Monitoring:** The Designated Safeguarding Lead (DSL) and pastoral team regularly check in with the victim to monitor their well-being and

provide continuous support. Any signs of distress or ongoing impact are addressed promptly.

- **Parental Involvement:** Parents or carers are kept informed and involved in their child's support plan. The school works collaboratively with the family to ensure the victim receives the necessary care and assistance both at school and at home.

2. **Support for Perpetrators:**

- **Behavioral Interventions:** Perpetrators are provided with targeted behavioral interventions to address the underlying issues contributing to their behavior. This may include counseling, anger management programs, and social skills training.
- **Restorative Practices:** Where appropriate, restorative practices are used to help the perpetrator understand the impact of their actions and take responsibility. This approach can facilitate reconciliation and promote positive behavioral changes.
- **Ongoing Monitoring and Support:** The perpetrator's behavior and well-being are closely monitored by the DSL and pastoral team. Continuous support and guidance are provided to help them make positive changes and avoid repeating harmful behaviors.
- **Parental Involvement:** Parents or carers of the perpetrator are involved in developing and implementing a support plan. Regular communication ensures that the family is engaged in addressing the behavior and supporting their child's development.

3. **Support for Other Children Affected:**

- **Witness Support:** Children who witnessed or are otherwise affected by the abuse are offered support to process their feelings and experiences. This may include counseling, group discussions, and peer support programs.
- **Promoting a Positive Environment:** Efforts are made to restore a positive and safe school environment for all students. This includes reinforcing school values, promoting respectful relationships, and addressing any residual tensions.
- **Preventative Education:** Education on healthy relationships, respect, and empathy is integrated into the curriculum to help all students understand the importance of treating others with kindness and respect.

4. **Whole-School Approach:**

- **Staff Training:** All staff receive regular training on how to support victims, perpetrators, and other affected children. This training includes recognizing signs of distress, providing appropriate interventions, and understanding the impact of child-on-child abuse.
- **Inclusive Policies:** School policies are designed to be inclusive and supportive, ensuring that all students feel valued and protected. These policies are regularly reviewed and updated to reflect best practices and statutory guidance.
- **Community Engagement:** The school engages with the wider community, including parents, local authorities, and support services, to provide a comprehensive network of support for affected students.

By implementing these processes, Al-Mizan School & London East Academy ensures that all students affected by child-on-child abuse receive the support they need to heal, recover, and thrive in a safe and nurturing environment.

36. CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

All staff must be aware that sexual violence and sexual harassment can occur between two children of any age and sex and it can happen in any environment including schools, the family home as part of intra-familial abuse and via online platforms. It can also occur when a group of children sexually assaulting or sexually harassing a single child or a group of children. The abuse may be perpetrated by a younger child towards an older child because of an imbalance of power caused by factors such as height difference or cognitive ability.

As part of school's wider safeguarding culture, staff should maintain an **'it could happen here'** approach in regard to child-on-child sexual violence and sexual harassment and understand that children in the school and the local community may be experiencing such forms of child-on-child abuse, including that facilitated by technology, regardless of the number of reports the DSL receives.

In response to reports of child-on-child abuse school will reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. As part of the reassurance to children, it will be made clear to children that the law is in place to protect them from abuse rather than to criminalise them.

Staff should be aware that some groups of children are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBTQ+ children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down

trousers, flicking bras and lifting upskirts. Dismissing or tolerating such behaviours will help to normalise them.

Sexual violence offences are defined under the Sexual Offences Act 2003

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

All Staff need to be aware of the following:

- children under the age of 13 can never consent to any sexual activity;
- the age of consent is 16
- sexual intercourse without consent is rape.

Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. In parallel to this the school will make a referral to Children's Social Care via the Multi Agency Support Team.

Sexual Harassment

Sexual Harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual Harassment may include the following:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence such as:
 - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.
 - sharing of unwanted explicit content;
 - upskirting
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation, coercion and threats

On a case-by-case basis the school will liaise with Children’s Social Care and the Police as well as specialist services as part of the immediate response to child-on-child sexual harassment and the ongoing support for all the children involved.

Harmful Sexual Behaviours

Children’s sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. School

recognises that Harmful Sexual Behaviours can, in some cases, progress on a continuum. It is therefore important for all staff to address inappropriate behaviours to help prevent problematic, abusive and/or violent behaviour in the future. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.

School takes seriously its duty to respond appropriately to all reports and concerns about children's sexual behaviours both online and offline, in and outside of the school, including reports of sexual violence and/or sexual harassment. The DSL has completed relevant training in responding to and managing harmful sexual behaviours and will draw upon appropriate resources such as the AIM Checklists and Assessment Tools. The DSL will liaise where appropriate with Children's Services, the Police and other specialist services.

Response to Reports of Child-on-Child Sexual Violence and Sexual Harassment

At Al-Mizan School & London East Academy, we are committed to responding promptly and effectively to all reports of child-on-child sexual violence and sexual harassment. In accordance with Keeping Children Safe in Education (KCSIE) 2026 Part 5, the following procedures are in place to ensure thorough record-keeping, risk assessment, and ongoing support for both the victim and the perpetrator:

1. Record Keeping:

- **Immediate Documentation:** All reports of child-on-child sexual violence and sexual harassment must be documented immediately by the staff member receiving the disclosure. This includes detailed notes on what was disclosed, the date, time, location, and any other relevant information.
- **Safeguarding Record System:** The Designated Safeguarding Lead (DSL) ensures that all reports are accurately recorded in the school's safeguarding record system, CPOMS. These records are kept confidential and are only accessible to relevant safeguarding personnel.
- **Comprehensive Records:** Detailed records of all actions taken, decisions made, and the support provided are maintained. This includes the initial report, risk assessments, communications with parents, and any interventions or referrals.

2. Written Risk Assessments:

- **Initial Risk Assessment:** Upon receiving a report, the DSL conducts an initial risk assessment to determine the immediate safety needs of the victim and any other students involved. This assessment considers the nature of the incident, the ages of the students, and any power imbalances.
- **Detailed Written Assessment:** A comprehensive written risk assessment is completed, outlining specific risks, protective factors, and necessary actions to mitigate harm. This includes considerations for the physical safety, emotional well-being, and educational needs of the victim and the perpetrator.
- **Regular Reviews:** The risk assessment is reviewed regularly and updated as necessary, especially following any significant changes in circumstances or new information.

3. Ongoing Response and Support for the Victim and Perpetrator:

○ Support for the Victim:

- **Immediate Safety:** Steps are taken to ensure the immediate safety of the victim, which may include separating the victim and perpetrator and providing a safe space for the victim.
- **Emotional and Psychological Support:** The victim is offered access to counseling and psychological support services to help them process their experiences and begin healing.
- **Parental Involvement:** Parents or carers of the victim are informed and involved in developing a support plan that addresses their child's needs both at school and at home.
- **Academic Support:** Adjustments are made to the victim's educational program as needed to ensure they can continue their learning in a supportive environment. This may include changes to their timetable or additional academic support.

○ Support for the Perpetrator:

- **Behavioral Interventions:** The perpetrator is provided with targeted interventions to address the behavior, such as counseling, behavioral therapy, or anger management programs.
- **Restorative Practices:** Where appropriate, restorative practices are used to help the perpetrator understand the impact of their actions and take responsibility, promoting positive behavioral changes.
- **Parental Involvement:** Parents or carers of the perpetrator are informed and involved in developing a support plan that addresses their child's behavior and ensures appropriate consequences are enforced.
- **Ongoing Monitoring:** The perpetrator's behavior and well-being are closely monitored by the DSL and pastoral team, with continuous support and guidance provided to facilitate positive change.

4. Ongoing Response:

- **Regular Check-Ins:** The DSL and pastoral team conduct regular check-ins with the victim, perpetrator, and other affected students to monitor their well-being and progress.
- **Communication and Collaboration:** The school maintains open communication with parents, carers, and external agencies involved in supporting the students. This collaborative approach ensures that all parties are informed and can contribute to the ongoing support plans.
- **Policy and Practice Review:** The school reviews its policies and practices in light of the incident to identify any areas for improvement. This helps to strengthen the overall safeguarding framework and prevent future occurrences.

By following these procedures, Al-Mizan School & London East Academy ensures a comprehensive and compassionate response to reports of child-on-child sexual violence and sexual harassment, prioritizing the safety and well-being of all students involved.

37. YOUTH PRODUCED SEXUAL IMAGERY

Youth Produced Sexual Imagery is one of the terms professionals use to describe the sending or posting of nude or semi-nude images, videos or live streams by children and young people under the age of 18 online. The term 'nudes' is used by children and covers all types of image sharing incidents. Alternative terms used by children include 'dick pics' or 'pics'.

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Nude or semi-nude images, videos or live streams may include more than one child or young person.

Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame. Such images can be shared via web pages and social media accounts called 'Bait Out' pages/accounts.

Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal.

When handling reports of Youth Produced Sexual Imagery, **staff must be aware that it is illegal for staff to view or share such imagery**. Staff should immediately inform the Designated Safeguarding Lead who will act in accordance with non-statutory guidance, Sharing Nudes and Semi-Nudes. Advice for Education Settings working with Children and Young People (Updated March 2024).

Response to Youth Produced Sexual Imagery (YPSI)

At Al-Mizan School & London East Academy, we are committed to responding promptly and effectively to incidents of Youth Produced Sexual Imagery (YPSI), commonly referred to as "sexting." In accordance with the UK Council for Internet Safety (UKCIS) non-statutory guidance, "Sharing Nudes and Semi-Nudes. Advice for Education Settings working with Children and Young People" (Updated March 2024), we have established clear procedures to manage and respond to such incidents.

1. Immediate Response:

- **Initial Assessment:** Upon receiving a report of YPSI, the Designated Safeguarding Lead (DSL) conducts an immediate assessment to determine the

nature and severity of the incident. This includes identifying whether any students are at immediate risk of harm.

- **Securing Devices:** If the imagery is contained on a device, staff ensure that the device is secured and not viewed or forwarded by anyone. The device is handed to the DSL who will follow appropriate procedures.
2. **Recording and Reporting:**
 - **Documentation:** All incidents of YPSI are documented in the school's safeguarding record system, [Insert Name of System, e.g., CPOMS or MyConcern]. This includes details of the incident, the individuals involved, and any actions taken.
 - **Notification:** The DSL informs the Headteacher and relevant safeguarding personnel about the incident. If the imagery involves a child at risk of significant harm, the DSL makes a referral to children's social care and/or the police as appropriate.
 3. **Risk Assessment:**
 - **Written Risk Assessment:** The DSL completes a written risk assessment to evaluate the impact on the students involved, considering factors such as the age and developmental stage of the students, the nature of the imagery, and the potential for further circulation.
 - **Protective Measures:** Based on the risk assessment, protective measures are put in place to safeguard the well-being of the students involved. This may include providing additional support, monitoring, and implementing specific interventions.
 4. **Support for Students:**
 - **Support for the Victim:** The victim is offered emotional and psychological support, including access to counseling services. The school ensures that the victim feels safe and supported throughout the process.
 - **Support for the Perpetrator:** The perpetrator is provided with appropriate support to understand the consequences of their actions and to prevent future incidents. This may include counseling, educational interventions, and restorative practices.
 5. **Educational Response:**
 - **Preventative Education:** The school incorporates education on the risks and consequences of sharing nudes and semi-nudes into the PSHE and RSE curricula. Students are taught about consent, respect, and the legal and emotional implications of YPSI.
 - **Awareness Campaigns:** Regular awareness campaigns and workshops are conducted to educate students on online safety and the responsible use of technology.
 6. **Ongoing Monitoring and Review:**
 - **Follow-Up:** The DSL and pastoral team conduct regular follow-up meetings with the students involved to monitor their well-being and address any ongoing concerns.
 - **Policy Review:** The school's policies and procedures related to YPSI are reviewed regularly to ensure they remain effective and in line with the latest guidance from UKCIS and other relevant authorities.

By implementing these procedures, Al-Mizan School & London East Academy ensures a comprehensive and sensitive response to incidents of Youth Produced Sexual Imagery, prioritizing the safety and well-being of all students involved.

38. BULLYING (INCLUDING CYBERBULLYING)

Bullying is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the school's Anti-Bullying Policy/Pupil Behaviour Policy/Child-on-child abuse Policy, in accordance with Keeping Children Safe in Education 2025 and Behaviour in Schools. Advice for Head teacher and School Staff (September 2022).

Responding to Incidents of Bullying and Cyberbullying

At Al-Mizan School & London East Academy, we are committed to creating a safe and respectful environment where all students can thrive. Bullying and cyberbullying are not tolerated, and we have clear policies and procedures in place to address such incidents promptly and effectively. Staff are guided by the school's Anti-Bullying Policy when responding to incidents of bullying and cyberbullying, which includes the following key steps:

1. **Immediate Action:**
 - **Report and Document:** Any incidents of bullying or cyberbullying must be reported immediately to a member of staff. Staff are required to document the incident in detail, including the nature of the bullying, those involved, and any evidence (e.g., screenshots of cyberbullying).
2. **Investigation:**
 - **Initial Assessment:** The incident is referred to the Designated Safeguarding Lead (DSL) or a member of the pastoral team for an initial assessment to determine the severity and immediacy of the threat.
 - **Gathering Information:** The DSL or pastoral team conducts a thorough investigation, including speaking with the victim, the perpetrator, and any witnesses. All accounts are documented to build a comprehensive understanding of the incident.
3. **Support for the Victim:**
 - **Safety and Well-being:** Immediate steps are taken to ensure the victim's safety and well-being. This may include separating the victim and the perpetrator and providing a safe space for the victim.
 - **Emotional Support:** The victim is offered emotional support through counseling and other pastoral care services to help them cope with the impact of bullying.
 - **Parental Involvement:** The victim's parents or carers are informed of the incident and the actions being taken. The school works closely with the family to provide ongoing support and reassurance.
4. **Action Against the Perpetrator:**
 - **Behavioral Consequences:** Appropriate disciplinary actions are taken against the perpetrator in accordance with the school's Behavior Policy. This may include detention, suspension, or other sanctions.

- **Educational Interventions:** The perpetrator is provided with educational interventions to address their behavior and help them understand the impact of their actions. This may include counseling, behavior modification programs, and restorative practices.
 - **Parental Involvement:** The perpetrator's parents or carers are informed of the incident and the actions being taken. The school works with the family to support behavior change and prevent future incidents.
5. **Prevention and Education:**
- **Curriculum Integration:** Bullying prevention is integrated into the school's curriculum through PSHE (Personal, Social, Health, and Economic) education, where students learn about the effects of bullying, the importance of empathy, and strategies for standing up against bullying.
 - **Awareness Campaigns:** The school conducts regular awareness campaigns and workshops to educate students about the dangers of bullying and cyberbullying and to promote a culture of respect and kindness.
6. **Monitoring and Follow-Up:**
- **Ongoing Monitoring:** The DSL and pastoral team monitor the situation to ensure the bullying does not continue and that both the victim and perpetrator are receiving appropriate support.
 - **Review Meetings:** Follow-up meetings with the victim and perpetrator, as well as their families, are conducted to review progress and address any ongoing concerns.

By following these procedures outlined in the Anti-Bullying Policy, Al-Mizan School & London East Academy ensures a prompt, effective, and compassionate response to incidents of bullying and cyberbullying, fostering a safe and inclusive environment for all students.

39. HOMELESSNESS

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The DSL will raise concerns at the earliest opportunity about a family at risk of homelessness through the Tower Hamlets Homeless and Housing Options service.

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. However, it is also recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and

support. Local authority children's social care will be the lead agency for these children and should be contacted in the first instance. For general enquiries about support for young people who might be at risk of or experiencing homelessness in the borough, please contact Tower Hamlets Housing Options: Host@towerhamlets.gov.uk

40. CHILDREN AND 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.

The DSL will ensure that the children concerned are supported and where appropriate make use of the guides provided by the HM Courts & Tribunals Service for children 5-11-year olds and 12-17 year olds.

Making child arrangements via the family courts following parental separation can be stressful and entrench conflict in families. This can be stressful for children too. Where appropriate parents can be signposted to the Department of Justice's information toolkit for families on making child arrangements which sets out each party's responsibility including the importance of putting the needs of the children first in the process.

41. CHILDREN WITH FAMILY MEMBERS IN PRISON

An estimated 310,000 children every year have a parent in prison in England and Wales and 10,000 visits are made by children to our public prisons every week. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

The DSL will draw upon the resources and guidance offered through The National Information Centre on Children of Offenders (NICCO) to support the children involved and mitigate negative consequences for those children.

42. PRIVATE FOSTERING

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

Staff should be vigilant about children who are in private fostering arrangements and report concerns to the DSL, who will notify the Local Authority through a MAST Request for Support Form, as set out in the THSCP Multi-Agency Private Fostering Guidance (January 2022). The Local Authority will check the arrangement is suitable and safe for the child in accordance with the Private Fostering statutory guidance.

43. YOUNG CARERS

A young carer is a person aged 18 or under who cares, unpaid, for a friend or family member. This can include, but is not limited to a person with:

- a long-term illness or condition
- a physical or learning disability
- a substance misuse problem
- a mental health problem

The support provided by a child can vary based on the condition of the person they are caring for, but typically young carers provide a combination of personal (such as helping to dress or bath them), practical (such as cooking, cleaning and shopping) and emotional care (such as talking through their concerns with them).

It is estimated by the Children's Society that 1 in 5 children are young carers and many are hidden and unidentified. School recognises that young carers have the right to an assessment by the Local Authority to identify needs and support and the person they are caring for can have a reassessment of their needs. The DSL will follow the LBTH guidance for schools, 'Young Carers in School: A guide for education practitioners to identify and support young carers in schools' (January 2023) and refer to the Young Carers program accordingly: Young.Carers@towerhamlets.gov.uk

No young carer or young adult carer should take on caring roles which are inappropriate, excessive, or which negatively impact their life opportunities, health or wellbeing.

The school is committed to raising awareness about young carers, among staff, pupils and parents/carers, so that young carers can be identified and receive the support they need. The school will utilise the Young Carers in Schools program resources provided by the Carers Trust and the Children's Society: <https://youngcarersinschools.com/> alongside the Tower Hamlets guidance for schools, 'Young Carers in School: A guide for education practitioners to identify and support young carers in schools' and other resources available from THESS's safeguarding resource webpage.

The DSL will take the lead for Young Carers at the school and ensure that there is a whole school approach to improving the outcomes for young carers.

When young carers are identified, the DSL or Deputy DSL will have a conversation with the child using if helpful the Tower Hamlets Young Carers Identification Tool.

School recognises that in accordance with the Care Act 2014 and the Children and Families Act 2014 young carers have the right to an assessment by the Local Authority to identify needs and support and the person they are caring has the right to have a reassessment of their needs.

If the school thinks that the child or young person or a member of their family requires more support than the school alone can provide, the DSL/Deputy DSL should refer to the Tower Hamlets Multi-Agency Support Team (MAST), so that a Young Carers Assessment can be undertaken. This assessment can help to identify what additional support can be provided from other services including housing and adult social care. Schools should complete the Tower Hamlets Young Carers Identification Form and attach it to the MAST referral form that is sent.

44. CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

Child abduction is the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

All incidents of Child Abduction should be reported immediately to the Police and Children's Social Care.

Other community safety incidents in the vicinity of a school can raise concerns amongst staff, children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. All incidents that occur during the school day should be immediately reported to the DSL, and steps taken to ensure the safety and well-being of the children involved.

45. MODERN SLAVERY

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual

exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer to the National Referral Mechanism is available in the Modern Slavery Statutory Guidance.

The DSL will refer all potential child victims of modern slavery to the Local Authority via MAST.

46. TAKING SAFEGUARDING ACTION

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”. Key points for staff to remember are:

- in an emergency take the action necessary to help the child (including calling 999)
- report your concern as soon as possible to the DSL, no later than the end of the day.
- 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.

47. EARLY HELP

All staff are trained and prepared to identify children who may benefit from Early Help, which is providing support as soon as a problem emerges at any point in a child’s life. This can be support provided through school’s internal pastoral system and resources and/or Local Authority services and other external agencies.

The Tower Hamlets Early Help Strategy recognises the important role schools have in identifying children and families who are at risk of poor outcomes without early intervention.

All staff need to recognise that all children may benefit from Early Help at any point in their childhood, but some children may benefit from Early Help more than others. These are children with known vulnerabilities, which are listed on page 9 of this policy.

Early Help Strategy

At Al-Mizan School & London East Academy, we recognize the importance of early intervention in supporting the well-being and development of our students. Our Early Help strategy is designed to identify and address emerging needs at the earliest opportunity, providing targeted support to prevent issues from escalating. This strategy involves a coordinated approach within the school and in partnership with external agencies.

1. Early Help Response in the School Setting:

- **Identification and Referral:** Staff are trained to identify signs of emerging needs and potential vulnerabilities in students. Concerns are promptly referred to the Designated Safeguarding Lead (DSL) or the Early Help Coordinator.
- **Pastoral Support System:** Our internal pastoral support system includes a dedicated pastoral team that provides immediate support and intervention for students facing challenges. This team works closely with the DSL to ensure a holistic approach to student well-being.

2. Provision of Additional Support:

- **Targeted Interventions:** Depending on the identified needs, students may receive targeted interventions such as mentoring, counseling, academic support, or involvement in specific programs aimed at developing social and emotional skills.
- **Parental Engagement:** We engage with parents and carers to ensure they are informed and involved in the support process. This includes regular communication and collaboration to provide consistent support at home and school.

3. Use of Early Help Assessment (EHA):

- **Conducting EHA:** When a student requires more structured support, an Early Help Assessment (EHA) is conducted to identify the specific needs and strengths of the student and their family. This comprehensive assessment involves gathering information from the student, their family, and relevant staff members.
- **Developing a Plan:** Based on the EHA, a detailed support plan is developed, outlining the interventions and support needed to address the identified needs. This plan is shared with all relevant parties to ensure coordinated action.

4. EHA Reviews and Team Around the Child/Family (TAC/TAF) Meetings:

- **Regular Reviews:** The EHA and support plan are reviewed regularly to monitor progress and adjust interventions as needed. Reviews are conducted in collaboration with the student, their family, and involved staff.
- **TAC/TAF Meetings:** For cases requiring multi-agency involvement, Team Around the Child/Family (TAC/TAF) meetings are convened. These meetings bring together professionals from various agencies to discuss the support plan, share updates, and coordinate their efforts to provide comprehensive support.

5. Referrals to Children's Social Care:

- **Threshold for Referrals:** If the needs of the student escalate and meet the threshold for statutory intervention, a referral to Children's Social Care is made. The DSL is responsible for making these referrals, ensuring that all relevant information is included to facilitate an effective response.
- **Follow-Up and Coordination:** After making a referral, the school continues to support the student and their family, working in partnership with Children's

Social Care and other agencies to ensure the safety and well-being of the student.

By implementing this Early Help strategy, Al-Mizan School & London East Academy ensures that students receive timely and effective support, addressing their needs before they escalate and fostering a supportive school environment where all students can thrive.

The DSL will contact the LBTH MAST for support and advice if required: 020 7364 3444 / 5601 / 5606 / 5358 / 7796 / 3342 / 7828 / 6469 / 3181

Social Inclusion Panel

When an EHA has been completed and a Team Around the Family is in process, the school can refer to the borough's Social Inclusion Panel in support of a co-ordinated and targeted plan to bring about improvement in the child's outcomes.

The DSL will apply the THSCP Levels of Need Guidance to decide what level of safeguarding response is required as part of the Early Help response. If in doubt about the level of need the DSL will telephone the LBTH Multi Agency Support Team (MAST) for a discussion.

MAST:

020 7364 3444 / 5601 / 5606 / 5358 / 7796 / 3342 / 7828 / 6469 / 3181

If a child has been receiving Early Help support from the school and other agencies and there is no improvement in the child's outcomes, then the DSL must refer the child to Children's Social Care.

48. HANDLING THE REPORTING OR SHARING OF CONCERNS

When a child shares that they have been or are being abused including exploitation and neglect, they may feel ashamed, especially if the abuse is sexual, and may feel frightened lest their abuser finds out they have sought help and support from a professional. The child may have been threatened and may have lost all trust in adults; or they may believe that they are to blame for the abuse. Sometimes the child may not understand that what is happening is abusive.

All staff should reassure children that what they are sharing is being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a child ever be made to feel ashamed for making a report.

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. During their conversations with the pupils, staff will:

- allow the child to speak freely
- remain calm
- allow silences
- refrain from asking leading questions
- tell the pupil what will happen next
- inform the DSL as soon as possible
- seek support from their line manager if they feel distressed.

Notification of Parents

At Al-Mizan School & London East Academy, we believe in fostering strong partnerships with parents and carers to support the well-being and safety of our students. We are committed to maintaining open and transparent communication with parents regarding any concerns or incidents involving their children. However, there are specific circumstances where parents may not be immediately informed, in order to ensure the safety and best interests of the child.

1. When Parents Will Be Notified:

- **General Concerns and Incidents:** Parents will be notified promptly if there are any concerns or incidents involving their child that do not pose an immediate risk but require parental awareness and support. This includes academic issues, minor behavioral concerns, and non-urgent health matters.
- **Health and Safety Issues:** Parents will be informed immediately if their child is involved in an incident that affects their health and safety, such as accidents, injuries, or medical emergencies.
- **Bullying and Peer Conflicts:** In cases of bullying or peer conflicts, parents of both the victim and the perpetrator will be informed to ensure that they can provide appropriate support and intervention at home.

2. Circumstances When Parents May Not Be Immediately Informed:

- **Risk of Harm:** If informing the parents would increase the risk of harm to the child or another person, the school may delay notification. This includes situations where there are concerns about domestic violence, honor-based violence, or forced marriage.
- **Child Protection Concerns:** In cases of suspected child abuse or neglect, the school will follow the guidance of children's social care and law enforcement

agencies. Parents may not be informed immediately if doing so could compromise the safety of the child or the integrity of an investigation.

- **Immediate Safeguarding Actions:** When immediate safeguarding actions are required to protect the child, the school may first take necessary steps to ensure the child's safety before notifying the parents. This includes situations where urgent medical or psychological intervention is needed.

3. **Decision-Making Process:**

- **Designated Safeguarding Lead (DSL) Responsibility:** The decision to delay notifying parents is made by the DSL in consultation with the Headteacher and, if necessary, external safeguarding agencies. The decision will always be based on the best interests and safety of the child.
- **Documenting Decisions:** Any decision to delay notifying parents will be documented, including the reasons for the decision and the steps taken to ensure the child's safety in the interim.

4. **Subsequent Communication with Parents:**

- **Explaining Decisions:** Once it is safe and appropriate to do so, parents will be informed of the situation and the reasons for any delay in notification. The school will provide a clear explanation and ensure parents are fully involved in any ongoing support plans.
- **Ongoing Support and Collaboration:** The school will continue to work closely with parents to provide the necessary support for their child. This includes regular updates on the child's well-being and progress, and collaboration on strategies to address any underlying issues.

By adhering to these principles and procedures, Al-Mizan School & London East Academy ensures that parental notification is handled sensitively and appropriately, always prioritizing the safety and best interests of the child.

49. **CONFIDENTIALITY AND INFORMATION SHARING**

Staff should never assume a colleague or another professional will take safeguarding action through the sharing of information that might be critical in keeping children safe. Staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Serious Case Reviews have highlighted failures in safeguarding systems in which people did not share information at the earliest opportunity or did not share at all. If in any doubt about sharing information, staff should speak to their Designated Safeguarding Lead or a deputy.

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

All staff should understand that safeguarding requires a high level of confidentiality. Staff should only discuss concerns with the DSL, Deputy DSL or the headteacher.

Any member of staff can contact children's social care if they are concerned about a child but should inform the DSL as soon as possible that they have done so.

Staff will have due regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR) to ensure that personal information is processed fairly and lawfully and they will adhere to the seven golden rules for sharing information. Information sharing will take place in a timely and secure manner.

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, as safeguarding and protecting children provide a legal basis for sharing information.

Gaining Consent

At Al-Mizan School & London East Academy, we prioritize the safety and well-being of our students in all our safeguarding practices. As part of our commitment to safeguarding, we recognize the importance of gaining consent from parents or carers when taking actions that affect their children. However, there are specific circumstances where it may not be possible or appropriate to gain consent, particularly when it could place the child at further risk of harm.

1. Standard Practice for Gaining Consent:

- **Routine Actions:** For most routine actions and decisions involving a child's welfare, health, and education, the school seeks and obtains consent from the child's parents or carers. This includes obtaining consent for medical treatments, school trips, and participation in certain programs.
- **Communication and Transparency:** The school ensures clear communication with parents about the reasons for seeking consent and the implications of their decisions. Parents are provided with all necessary information to make informed decisions.

2. When It Is Not Possible to Gain Consent:

- **Immediate Risk:** If a child is at immediate risk of significant harm, the school may need to take urgent action without first gaining consent from the parents. This is to ensure the child's safety and well-being without delay.
- **Unavailable Parents:** In situations where parents or carers cannot be reached in a timely manner, and immediate action is required to protect the child, the school will proceed with necessary interventions to ensure the child's safety.

3. When Gaining Consent Would Put the Child at Further Risk:

- **Risk of Harm:** In cases where gaining consent could increase the risk of harm to the child, such as situations involving abuse, neglect, domestic violence, or honor-based violence, the school may decide not to seek consent from the parents before taking action. This decision is made to prevent any further harm or retaliation against the child.
- **Confidentiality and Professional Judgment:** The Designated Safeguarding Lead (DSL) and other relevant safeguarding personnel use their professional judgment to assess the situation and determine whether seeking consent could

place the child at greater risk. This assessment is based on the specific circumstances and available evidence.

4. Decision-Making Process:

- **Consultation and Documentation:** The decision not to seek consent is made in consultation with the Headteacher and, if necessary, external safeguarding agencies such as children's social care or the police. All decisions and the reasons for them are thoroughly documented in the school's safeguarding records.
- **Balancing Safety and Rights:** The school balances the need to ensure the child's immediate safety with the rights of parents to be informed and involved in their child's welfare. Whenever possible, the school aims to involve parents after the immediate risk has been addressed.

5. Subsequent Actions and Communication:

- **Informing Parents:** Once it is safe and appropriate, parents are informed of the actions taken and the reasons for not seeking prior consent. The school provides a clear explanation and engages parents in subsequent support plans for their child.
- **Support and Collaboration:** The school continues to work collaboratively with parents and external agencies to provide ongoing support for the child, ensuring their continued safety and well-being.

By adhering to these principles and procedures, Al-Mizan School & London East Academy ensures that consent is managed appropriately, prioritizing the safety and best interests of the child while maintaining transparency and collaboration with parents wherever possible.

Information sharing decisions will be recorded, whether or not the decision to share has been taken. Child protection information will be stored securely separate from the pupil's school file. Child protection information is stored and handled in line with the school's Retention and Destruction Policy. Where safeguarding information is stored electronically and online, the school has cybersecurity measures in place, which meets the Department for Education's Cybersecurity Standards, to ensure the data is safe and not vulnerable to evolving cyber-crime.

50. REFERRING TO CHILDREN'S SOCIAL CARE

The DSL will make a referral to Children's Social Care applying the THSCP Levels of Need Guidance if it is believed that a pupil is suffering or is at risk of suffering significant harm, or the child is considered to be in need, that is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services.

LBTH Multi-Agency Support Team:

020 7364 3444 / 5601 / 5606 / 5358 / 7796 / 3342 / 7828 / 6469 / 3181

The DSL will contact CPAL/MAST in the first instance to seek advice and guidance. When the DSL completes a MAST Request for Support form and sends it securely to the Multi-Agency Support Team, the referral form will be accurate and sufficiently detailed to enable the MAST to make a decision on the level of response required in accordance with the THSCP Levels of Need Guidance.

If the child is already known to Children's Social Care, then the DSL will communicate safeguarding concerns to the allocated Social Worker.

51. ESCALATION PROCEDURES

If, after a referral to Children's Social Care, the child's situation does not appear to be improving, the DSL will consider following local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

In accordance with the THSCP Multi-Agency Escalation and Resolution Policy the DSL will first make contact in writing with the team manager followed by the service manager followed by the divisional director. At every level of escalation there should be discussion and concerted effort to resolve any professional difference. It is important that the DSL at each point of escalation puts the concerns in writing.

APPENDICES

Appendix 1: MAST Poster (Multi-Agency Support Team, September 2026)

Appendix 2: LADO Contact Information (September 2026)

Appendix 3: School Record of Concern Form (if not online)

Appendix 4: MAST Request for Support Form