

## Safeguarding and Child Protection Policy

Our safeguarding and child protection policy is based on the following statutory guidance and legal frameworks:

- **Children's Act 1989 and 2004 s10, s14B**
- **Education Act 2002 s175 / s157**
- **Keeping Children Safe In Education, DFE (September 2016)**
- **Working together to safeguard children, DFE (2015)**
- **Disqualification under the Childcare Act 2006 guidance, DFE (2015)**
- **Safeguarding children, young people and adults policy, Ofsted (2015)**
- **CHANNEL duty guidance, HM Government (2015)**
- **Prevent duty guidance for England and Wales, HM government (2015)**
- **Counter terrorism and security act (2015)**
- **Mandatory reporting of female genital mutilation – procedural information, HM government (2015)**
- [Mental Health and Behaviour in Schools: Departmental Advice \(DfE 2014\)](#)

At TEY, we fully recognise our responsibilities for protecting all children and keeping them from harm regardless of age, disability, gender, racial heritage or identity. TEY is committed to anti-discriminatory practice. Any fears or worries that children and young people bring into the classroom should not go unnoticed by staff. It is a guiding principle of the law and child protection procedures that the protection and welfare of the child must always be the first priority. The protection of children and young people is a shared community responsibility. Failure to provide an effective response can have serious consequences for the child.

### Aims

We aim to provide a caring environment which will underpin the whole school aims and a curriculum where self-esteem can be nurtured and children empowered to protect themselves from harm. In order to fulfill our aims we will strive to:

- Establish and maintain an environment where children feel safe, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the Tarbiyyah and PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Provide staff with guidelines of our approach to safeguarding through training to raise awareness of signs, risks and causes of abuse
- Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, or victimisation

### KEY PRINCIPLES

These are the key principles of safeguarding, as stated by Hounslow Safeguarding Children Board:

- Always see the child first.
- Never do nothing.

- Do with, not to, others.
- Do the simple things better.
- Have conversations, build relationships.
- Outcomes not outputs.

In addition the Board has identified the following key safeguarding messages for schools:

- Every child is entitled to a rich and broad curriculum.
- Targeting resources on the evidenced needs of children in schools is necessary. Assurance and audit on safeguarding are important aspects of this.
- Individual governors can and should take the lead on specific aspects of school life such as safeguarding.
- When issues arise, Early Years Managers should speak out, addressing them internally where possible and escalating them to outside agencies when this is unsuccessful.

Our policy applies to all staff, trustees and volunteers working in the school. There are five main elements to our policy and procedures:

- (1) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children. (see 'Safer recruitment Policy')
- (2) Raising awareness of child protection issues and equipping children with the skills needed to keep them safe through assemblies, notices, displays and create a culture where children feel confident to speak to teachers about issues.
- (3) Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- (4) Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- (5) Establishing a safe environment in which children can learn and develop.

## **Roles and responsibilities**

### **Trustees:**

- At TEY, **the nominated Trustee for Safeguarding and Child Protection is: Nirpal Mann.**
- The Trustees are committed to the safeguarding policy and it will continue to do all it can to ensure that the school is a safe environment for staff, pupils and members of the public accessing the site
- The Trustees will ensure that the schools safeguarding policy is in accordance with the procedures of Hounslow Safeguarding Children Board.
- The Nominated Trustee is responsible for liaising with the Early Years Manager and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational however, they may need to be involved in concerns about individual pupils as required.
- The Nominated Trustee will liaise with the Designated Safeguarding Lead to produce an annual report for Trustees and the local authority (s175/s157, if applicable).
- The nominated Trustee is also responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Early Years Manager.
- The Trustees will ensure that the school has procedures for dealing with allegations of abuse against staff/volunteers

- The Trustees will ensure that safeguarding is considered as part of all recruitment procedures ensuring that appropriate checks are carried out on all new staff and relevant volunteers;
- The Trustees will take all reasonable steps to ensure that all statutory health and safety responsibilities are met.
- The Trustees will ensure that the DSL attends appropriate refresher training

### **Early Years Manager**

- At TEY, the **Designated Safeguarding Lead is: Qadan Raage (Early Years Manager)**
- It is the Early Years Managers role to implement the schools safeguarding and child protection policy with the support of the SLT and Trustees
- The Early Years Managers role is to ensure that there is a collective responsibility for safeguarding and that all staff and volunteers are aware of the policy and related policies and procedures
- The Early Years Manager will ensure that there are trained staff members with named responsibility for child protection.
- The Early Years Manager will ensure that all appointment panels have at least one person who has completed safer recruitment training
- The Early Years Manager will promote safeguarding when overseeing the development of the curriculum and all other aspects of school life.
- The Early Years Manager will treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness,
- The Early Years Manager will ensure mandatory reporting of Female Genital Mutilation (FGM) is made to the police in line with the reporting procedures issued by HM government.
- Provide updates on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews, at least annually
- The Early Years Manager will carry out all responsibilities as outlined in the 'DSL Responsibilities' (see Appendix one)

### **Designated Deputy Safeguarding Lead (DDSL)**

- At TEY, the **DDSL is: Zara Siddiq**
- The designated deputy safeguarding lead takes the deputy responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training.
- Refer suspected abuse and neglect to the Children's Social Care Services in the absence of the DSL.
- Report allegations made against members of staff to the Local Authority Designated Officer (LADO and Ofsted for Early Years) when deputing on behalf of the DSL.
- Develop and update the child protection and other safeguarding policies, ensuring that staff and children/families/parents are aware of them.
- Provide support and advice to all members of staff within the setting regarding child protection concerns
- Ensure that information sharing is carried out in accordance with Section 10, Children Act 2004.
- Liaise with the DSL to ensure that all staff receive appropriate child protection and safeguarding training, and maintain training records

- Cooperate with any requests for information from the local authority, such as child protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004
- The DDSL may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DDSL may have.

### **Teaching and non-teaching staff**

- All staff will be made aware of and have access to the schools safeguarding and child protection policy and procedures through training, staff room and on the schools server
- Ensure that children feel listened to, valued and respected
- To be aware of the signs of abuse and know how to share their concerns appropriately
- All staff will attend annual internal safeguarding training
- All staff will strive to safeguarding pupils in all aspects of the learning environment onsite and on educational visits

### **Other Staff's Responsibilities**

It is the responsibility of all other members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DSL or the DDSL as soon as reasonably possible.

### **Staff induction, training and development**

- All new members of staff, including teachers and teaching assistants, will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns and familiarisation with the safeguarding and child protection policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, Part One, and Annex A Further Information September 2016, and other related policies. We will ensure that staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.
- The induction will be proportionate to staff members' roles and responsibilities and will include as a minimum, the online child protection training provided by the Hounslow Safeguarding Children Board.
- The DSL will undergo updated child protection training every two years. In addition to this their knowledge and skills should be updated regularly, and at least annually, to keep up with developments relevant to the role.
- All staff members of the school will receive appropriate safeguarding and child protection training. The DSL or DDSL will provide staff with updates of changes to child protection legislation and procedures and relevant learning from local and national serious case reviews as required, but at least annually.
- We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-educational establishment training if it takes place during their period of work for

the educational establishment. The educational establishment will maintain accurate records of staff induction and training.

- Staff will be trained on Equality and Diversity in order to challenge incidents of prejudice, racism, discrimination, derogatory language or homophobia and record any serious incidents, drawing them to the attention of the Early Years Manager

## Procedure

If a member of staff has concerns about a child, these are the steps to follow:

1. You have a concern about a child / young person's wellbeing, based on:
  - Something the child / young person / parent has told you
  - Something you have noticed about the child's behaviour, health, or appearance
  - Something another professional said or did

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child.

It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

2. Decide whether you need to find out more by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions.
3. Let the child / young person / parent know what you plan to do next if you have heard a disclosure of abuse or you are talking with them about your concerns. Do not promise to keep what s/he tells you secret.
4. Inform the DSL immediately. If the DSL is not available, inform the DDSL. If neither are available, speak to another senior member of staff. If there is no other member of staff available, you must make the referral yourself.
5. Make a written record as soon as possible after the event, noting:
  - a. **Name of child**
  - b. **Date, time and place**
  - c. **Who else was present**
  - d. **What was said / What happened / What you noticed e.g. speech, behaviour, mood, drawings, games or appearance**
  - e. **If child or parent spoke, record their words rather than your interpretation**
  - f. **Analysis of what you observed & why it is a cause for concern**
6. The DSL, or if unavailable the DDSL, makes the referral to the Children's Social Care Services. The referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family.
7. The DSL shares information with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.

8. The DSL informs parent that they have made a CP referral, if the parent does not already know, and if there is no reason not to let them know. Although there is no set time for this, it should be done as soon as possible so that support can be given at home.
9. It is suggested to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure); or in cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered.
10. The DSL remains in close communication with other professionals around the child / young person and with the family, in order to share any updates about the child / young person.

If a child protection investigation is pursued, the DSL and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe
- Attend a child protection conference when invited and provide updated information about the child
- Attend any subsequent child protection review conferences.
- Attend core group meetings and take an active role in the implementation of the protection plan.

### **Allegations against Staff**

*See also Hounslow Safeguarding Children Board Procedures.*

Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

All allegations against staff or volunteers should be immediately brought to the attention of the DSL. If an allegation is made against the DDSL or Early Years Manager, the Chair of Trustees will notify the LADO (Local Authority Designated Officer).

The DSL should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made
- Make a referral to the children's Social Service where the child resides, if appropriate
- Contact the LADO in Hounslow immediately
- Contact the parents/carers of the child, following advice from the LADO within 1 day
- Suspend the member of staff or review his/her working arrangements, pending the investigation, following advice from the LADO
- Attend strategy meetings convened by the LADO and act upon the decisions made at these meetings

Suspension should be considered when:

- There is a cause to suspect a child is at risk of significant harm or
- The allegation warrants investigation by the police or
- The allegation is so serious that it might be grounds for dismissal

([London Child Protection Procedures](#) section 15.2.13)

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

For more information, see [Chapter 5 of Safeguarding Children and Safer Recruitment in Education \(2007\)](#).

In order to ensure children are adequately protected, we will ensure that:

- We have a designated safeguarding lead and a deputy who receive training on an ongoing basis.
- All staff are trained in basic Child Protection awareness as part of the schools induction procedures annually.
- All staff have read and understood the Safeguarding and Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children
- All children, young people and their families are familiar with the Safeguarding and Child Protection Policy

### **Professional challenge and disagreements**

- Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to engage in professional discussion.
- We will promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the school. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the DSL, DDSL or the chair of trustees.
- Cooperation is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.

### **What Are We Protecting Children From?**

**Safeguarding and promoting the welfare of children is defined in 'Keeping Children Safe in Education' (September 2016) as:**

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;

- taking action to enable all children to have the best life chances

## **Physical abuse**

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

Staff should also be aware of Female Genital Mutilation (FGM) which is also an issue that needs to be looked for.

## **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development:

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.
- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.
- It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. For more information, see our 'Anti-Bullying Policy'.

## **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers); Or
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Safeguarding pupils who are vulnerable to extremism**

- Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- **TEY** values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. **TEY** is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- **TEY** seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

### **CHANNEL**

- School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

- Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2016 as partners required to cooperate with local Channel panels.

### **Safeguarding pupils who are vulnerable to exploitation, forced marriage, female genital mutilation (FGM) or trafficking**

- At TEY, we ensure that newly appointed staff undergo FGM, Prevent and Child Protection training.
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues surrounding child sexual exploitation, forced marriage, FGM or trafficking. They are also trained on how to record and report safeguarding concerns.
- Our school works with and raises awareness of safeguarding issues amongst our families and communities through opportunities such as monthly coffee mornings, as well as publishing our safeguarding policy on our website and producing information leaflets on safeguarding matters.
- Our staff are supported by the Designated Safeguarding Lead to talk to families about sensitive concerns in relation to their children and to find ways of finding out about external agencies that maybe of further help to the family.

### **Self-harm and suicidal behaviour**

Definition - Self harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance. Referrals must be made to the Hounslow LSCB.

### **Sexting**

Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL should record all incidents of sexting, take action, refer and resolve the incident appropriately.

### **Domestic Violence**

The definition of "domestic violence and abuse" was updated by the Home Office in March 2013 to include the reality that many children and young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm.

- Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.
- Disclosure procedures must be followed and directed to the DSL

### **E-Safety (use of ICT, the internet, mobile technology and social media)**

TEY has an E-Safety policy which includes guidance for all pupils in relation to E-Safety and using the internet and social media. There are appropriate filtering and monitoring systems in place.

Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the DSL should seek advice on how to proceed with regards to talking to parents carers about E-Safety.

In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently staff must report concerns in a timely way so that advice and support can be sought. For further information see Keeping Children Safe in Education Annex C.

## **Special Circumstances**

[The London Child Protection Procedures, 4<sup>th</sup> Edn \(2010\)](#) and Hounslow Safeguarding Children Board, outlines response to special circumstances in child protection cases, including issues such as:

- Peer on peer abuse allegations
- Domestic violence
- Fabricated or induced illness
- Female genital mutilation (FGM)
- Foreign exchange visits
- Gangs, serious youth violence and violent extremism
- 'Honour'-based violence
- Information and communication technology (ICT)-based forms of abuse (E-safety – children exposed to abuse through digital media)
- Children and families that go missing from care and home
- Children missing from education
- Extremist ideologies being expressed at home
- Abuse linked to Spiritual Belief
- Child Sexual Exploitation
- Children of parents who misuse substances
- Children of parents with learning difficulties
- Children of parents with mental health problems
- Disabled children
- Forced marriage
- Peer abuse – children and young people who abuse others
- Sexually harmful behaviour
- Trafficked children
- Underage sexual activity

We will follow the procedures set out by our policies and take account of guidance issued by the Department for Education to:

(a) Ensure we have a designated teacher for child protection who has received appropriate training and support for this role.

(b) Ensure we have a nominated trustee/governor responsible for child protection

(c) Ensure every member of staff, volunteer and trustee knows the name of the designated teacher responsible for child protection and their role.

(d) Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection.

(e) Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.

(f) Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.

(g) Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.

(h) Keep written records of concerns about children, even where there is no need to refer the matter immediately .

(i) Ensure all records are kept securely, separate from the main pupil file, and in locked cabinet. Access to such records is strictly controlled.

(j) Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

(k) Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and give pupils a sense of being valued
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed

### **When A Child Leaves School**

When a child leaves school, the school administrator must follow up where the child has continued their education. All parents must fill in the 'removal form' before their child's last day at school. Any concerns must be reported to the local authority.

### **Our role in supporting children and families (Early Help)**

We will offer appropriate support to individual children and families who have experienced abuse or who have abused others, as outlined in the document 'Working together to safeguard children (2015). The school will, where necessary, liaise with the school nurse and doctor, and make referrals to children's social care 01895 556644.

An individual support plan will be devised, implemented and reviewed regularly for these children and families. This plan will detail areas of support, who will be involved, including the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

We will ensure the school works in partnership with parents / carers and other agencies as appropriate. Referrals should be made by the Designated Safeguarding Lead to the Inter-agency Referral, using online form. Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.

## Useful Contacts

**Safeguarding Adviser (Education):** Andrea Nixon, Tel: 01895250410, Email: anixon@Hounslow.gov.uk

**Children's Social Care Services:**

Tel: 020 8583 3200 or 020 8583 3400 (option 1)

Their office is open Monday to Thursday 9am-5pm, Friday 9am-4.45pm

Out of hours (after 5pm weekdays or weekends) call 020 8583 2222 and ask to speak to the duty social worker. Emergency number 0208 583 2000

**Child Abuse Investigation Team (CAIT) based at Feltham Police Station:**

Tel: 020 8247 6331. Concerns relating to child abuse on the part of professionals who work with children should be referred to the CAIT.

**Hounslow Police Station:**

020 8577 1212

For 'stranger abuse' (i.e. abuse on the part of non-family members or people who do not work with the child), referrals should be directed to 'Uniform Police' on the Metropolitan Police Control Switchboard number above.

## Recruitment and Training of Members of Staff and Volunteers

TEY recognises that anyone may have the potential to abuse children in some way and that all reasonable steps are taken to ensure unsuitable people are prevented from working with children.

When dealing with Recruitment Procedures:

1. We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.
2. We work towards an Equal Opportunities Employment Policy, seeking to offer job opportunities equally to those with and without disabilities and from all ethnic groups.

3. We want to ensure that staff hold the required qualification for the learners that they are going to teach.

4. All teachers will perform a Level 1 Child Protection accreditation

Pre-selection checks must include the following:

**1. All staff whether paid or unpaid will have to have undergone enhanced police clearance checks with the DBS in accordance with Section 142 of the Education act 2002, which contains the details of teachers who are considered unsuitable or banned from working with children in education.**

2. On the instance that staff have been working in the same LA and have not had a gap of three months and in the same role, then the school will consider their previous DBS checks performed by the LA but will choose to do another enhanced DBS check once appointed.

3. Before appointment all staff will have to provide at least two suitable references including one from the most recent employer. These checks will then be verified by writing to the referees. Open references or references from family members will not be accepted.

4. All staff will have to bring original copies of two forms of ID. One of which must be a photo ID, another with proof of address. Producing original copies of passports will also be mandatory.

5. All staff during the interview will be asked to produce original copies of their qualifications and also their right to work in the UK, including people from the EEA.

6. Any overseas staff, prior to appointment, will have to provide evidence of no criminal records and suitability to work with children. The school will be able to carry out overseas checks on countries have a similar system to DBS as in the UK. If these services are not available, then the school will ask the candidate to provide further references until we are satisfied that the candidate is suitable. Further guidance will be sought if any confusion arises.

7. All staff will be given a medical fitness questionnaire which they must fill in after they have been appointed.

8. In line with Disqualification under the Childcare Act 2006 guidance (2015), all employed staff are required to complete and submit a disqualification by association declaration. A person is automatically disqualified by association if they live in the same household as another person who is disqualified or in a household where a disqualified person is employed. All prospective employees will be required to complete school's declaration form prior to commencing employment. At TEY we ensure that all staff and volunteers sign this document.

## **Interview and Induction**

All employees (and volunteers) will be required to undergo an interview carried out to acceptable protocol and recommendations. All employees and volunteers should receive formal or informal induction, during which:

- A check should be made that the application form has been completed in full (including sections on criminal records and self-disclosures).

- Their qualifications should be substantiated.
- The job requirements and responsibilities should be clarified.
- Child protection procedures are explained and training needs are identified.

### **Single Central Record**

TEY keeps a single central record (SCR) which is used to log all safer recruitment checks, including details of DBS and/or barred list checks. The following information is recorded in the SCR:

- All staff who are employed to work in the school;
- All staff who are employed on a supply or casual basis, whether employed directly by the school or through an agency;
- All unsupervised volunteers who have regular contact with pupils (this will include governors who work as volunteers);
- People brought into the school to provide additional teaching or instruction for pupils but who are not staff members, for example specialist sports coaches or music teachers.

### **Publishing the Safeguarding Policy**

In order to meet statutory requirements the school will:

- Publish the safeguarding policy on the schools website
- Place an electronic copy of the policy in on the schools server and a hardcopy in the staff room
- Raise safeguarding awareness through the school newsletter, assemblies, staff meetings and other communication

### **Linked policies and procedures**

The following policies and procedures are relevant for the child protection and safeguarding policy and procedure:

- Administration of Medicines Policy
- Anti-Bullying Policy
- Attendance and Punctuality Policy
- Behaviour Policy
- Children Missing or Gone Off Site Policy
- Complaints Policy and procedure
- E-safety Policy
- Equalities Policy
- Health and Safety Policy and other linked policies and risk assessments
- ICT Acceptable Use Policy
- Health and Safety on Educational Visits Policy and risk assessments
- Pastoral Care Policy

- Physical restraint and handling Policy and Guidance
- PSHE Policy
- Safer Recruitment and Selection Policy and procedures
- Teachers' Standards, Department for Education guidance available on GOV.UK website
- Special Educational Needs and Disabilities Policy
- Spiritual, Moral, Social and Cultural Development Policy
- Staff code of conduct

### **Monitoring the Effectiveness of the Policy**

Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the Trustees.

Signed: *Q Raage* (Early Years Manager)

Signed:

### **ROLE & RESPONSIBILITY OF THE DESIGNATED SAFEGUARDING LEAD**

- Our Designated Safeguarding Lead is Qadan Raage.
- When the school has concerns about a child or an allegation is made against staff, the Designated Safeguarding Lead will liaise with the Nominated Trustee for Safeguarding as well as Hounslow LADO to decide what steps should be taken. The DSL may also refer the case to the DDSL.

- Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
- Child protection records will be stored securely separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with Data Protection (1998) legislation.
- Access to these records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when.
- Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility. **Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.**
- If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- If sending by post pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- If a pupil is permanently excluded, child protection records will be forwarded on to the relevant organisation (such as their new school)
- When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

## APPENDIX

### DEFINITIONS AND INDICATORS OF ABUSE

#### 1. NEGLECT

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

## **2. PHYSICAL ABUSE**

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

## **3. SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for

example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

#### **4. SEXUAL EXPLOITATION**

Child sexual exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

#### **5. EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel

frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

## **6. RESPONSES FROM PARENTS**

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

## **7. DISABLED CHILDREN**

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;

- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

## DEALING WITH A DISCLOSURE OF ABUSE

### When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

**You must not deal with this yourself.** Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead.

## ALLEGATIONS ABOUT A MEMBER OF STAFF, TRUSTEE OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
  - **Physical**  
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
  - **Emotional**  
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
  - **Sexual**  
For example sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
  - **Neglect**  
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
2. If a child makes an allegation about a member of staff, trustee, visitor or volunteer, the Early Years Manager should be informed immediately. The Early Years Manager should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Early Years Manager should not carry out the investigation herself or interview pupils.
3. The Early Years Manager must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –
  - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Early Years Manager will notify the Safeguarding Children Team (SCT). The SCT will liaise with the Early Years Manager and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
  - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.
  - If the Early Years Manager decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.
4. Where an allegation has been made against the Early Years Manager, then the Chair of the Trustees takes on the role of liaising with the SCT in determining the appropriate way forward. For details of this specific procedure see the Section on London Child Protection Procedure on Hounslow Safeguarding Board website.

## INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## APPENDIX

### PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for **TEY** is **Nirpal Mann**, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of **TEY** in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable pupils into the Channel\* process;
- Attending Channel\* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel\* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Metropolitan Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

## APPENDIX

## PRE-VISIT CHECK OF EXTERNAL SPEAKERS

### Details of staff member inviting speaker:

|   |  |
|---|--|
| Name                                      |  |
| Role                                      |  |
| Reason to invite speaker                  |  |
| Date of speakers visit                    |  |
| Where speakers details were obtained from |  |

### Details of Speaker:

|   |  |
|---|--|
| Name  |  |
| Name of Organisation speaker represents   |  |
| Contact Number  |  |
| Contact E-mail  |  |
| Class(es) speaker will be talking too   |  |
| Subject Speaker will be discussing and learning outcomes                                      |  |
| Has the speaker been briefed regarding the children and if any have special educational needs |  |
| Teacher(s) that will be present   |  |
| Does visitor need any additional equipment? Does a risk assessment need to be carried out?    |  |

### Does the Speaker/Visitor have a DBS check?

Yes (make a copy of the DBS and file)

No

If the answer is no have the necessary checks taken place to ensure it is safe for this speaker to visit? Please give details of exactly what checks were carried out.

*NB. Please note the visitor must not be left unsupervised with the children and a core member of staff must be present at all times.*

|                         |  |
|-------------------------|--|
| Printed Name of Teacher |  |
| Signature of Teacher    |  |
| Date                    |  |

### External Speakers Declaration Form

|   |  |
|---|--|
| Name  |  |
| Organisation you are representing (if applicable) |  |

|   |   |
|---|---|
| School contact you were invited by  |   |
| What will you be speaking about? How will your talk/workshop enrich children's education? |   |
| Was the Fire procedure explained to you?  |   |
| Was the Safeguarding policy explained to you? (also see back of visitor badge)            |   |
| Declaration   | I declare that I have understood my responsibility in upholding the ethos and policies of Tarbiyyah Early Years whilst conducting my talk/workshop. I will not undermine any of the policies including the requirement to actively promote the fundamental British values of individual liberty, mutual respect of other cultures and beliefs, democracy and the rule of law. |
| Signature:  | Date:   |

Please note if you have any questions please ask any member of staff who will try their best to help.

Also if you have any safeguarding concerns please ask to speak to the Early Years Manager who is the Designated Safeguarding Officer.

# **SAFEGUARDING LEAD**

**Designated Safeguarding Lead (DSL): Qadan Raage**

**Deputy Designated Safeguarding Lead (DDSL): Zara Siddiq**

**Prevent Single Point of Contact (SPOC): Nirpal Mann**

**Health and Safety Coordinator: Nirpal Mann**

**Childrens and social care services, Hounslow (0208 583 6600)  
LADO: Hetsie Vann-Roowyn**