

CHILD PROTECTION POLICY

THE WELFARE OF THE CHILD IS PARAMOUNT!

Consultation That Has Taken Place	January 2026
Date Formally Approved By Board of Trustees	January 2026
Date Policy Became Effective	January 2025
Review Date	September 2026 (as or when required)
Person Responsible for Implementation and Monitoring	All Staff Members

Policy Statement

This policy applies to Bahr Academy, including volunteers, working in or on behalf of the school. This policy is reviewed and updated annually and is available on the School website.

Bahr Academy is committed to providing a safe and secure environment for pupils, staff, visitors, and promoting a climate where pupils and adults feel confident about sharing any concerns that they may have about their own safety or the wellbeing of others.

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2025) ('KCSIE')
 - Disqualification under the Childcare Act 2006 (July 2018)
 - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (July 2023)
 - Information sharing: advice for practitioners providing safeguarding services (July 2018)
- Revised Prevent Duty Guidance for England and Wales (July 2015)
 - The Prevent Duty: Departmental advice for schools and childminders (Sep 2023)
 - The use of social media for on-line radicalisation (July 2015)

This policy also takes into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Newcastle Safeguarding Children Partnership.

Key School Contact

Designated Safeguarding Lead (DSL)	Sadia Akhtar (Headteacher) School Mob: 07821011793 Email: info@bahracademy.co.uk
Deputy Designated Safeguarding Lead (DDSL)	Khadija Chowdhury (Head of Islamic Faculty) Fouzia Ahmed (Administrator) School Mob: 07821011793 Email: info@bahracademy.co.uk
Principal	Mufti Muhammad Abdulmuheet Mob: 07821011793 Email: info@bahracademy.co.uk
Chair of Trustees	MI Saddiqur Rahman Tel: 07821011793 Email: info@bahracademy.co.uk

Definition of Safeguarding

Safeguarding is the process of protecting children from abuse, neglect, and exploitation, ensuring their right to live free from harm in all environments, both online and offline. It involves taking proactive steps to promote the welfare and development of all children, identifying issues early on, and providing timely intervention when necessary. Effective safeguarding includes measures to prevent harm, promote physical and emotional well-being, and ensure children receive the necessary support to achieve the best outcomes.

This policy is guided by the latest Keeping Children Safe in Education (KCSIE) 2025 framework, which broadens the scope of safeguarding to include protecting children from emerging risks such as online threats, exploitation, and AI-generated inappropriate content.

Child Protection Within Islam

Allaah (SWT) says:

“Indeed We have honoured the Children of Adam (PBUH)” (Qur'an 17:70)

Under no circumstance should a human being, regardless of age, be dishonoured, let alone abused.

Islam views anything under one's authority as an amanah (trust). As a custodian of this trust, it is our duty to fulfil this custodianship according to the best of our ability, through protecting the faith, life, mind, honour and dignity, as well as material possessions, of every child and adult under our custodianship.

One of the higher objectives of Islam is to protect, preserve and honour human life.

In fact, the Prophet Muhammad (PBUH) said:

“Every one of you is a Protector and Guardian for those who are placed under your care.”

The custodianship (amanah) is further emphasised with the command of not betraying the trust. Allaah (SWT) says: ***“Betray not knowingly your amanah (things entrusted to you)”*** (Qur'an 8:27)

Another important principle in Islam in relation to protection is the prohibition of causing harm and abuse.

The Prophet (PBUH) said:

"There is not to be any causing of harm, nor is there to be any reciprocating of harm" [Ibn Majah].

This tradition is regarded by Islamic jurists as one of the fundamental 'Legal Maxims' in Islamic law. By using this principle, Islamic scholars have categorically prohibited any kind of abuse or harm caused to any fellow human being, in particular to susceptible individuals and children who are entrusted to someone's custody and put under their care. A child is a trust from Allaah and, therefore, the utmost should be done to ensure that their needs are catered for and that they are protected from all forms of abuse.

MANAGEMENT OF SAFEGUARDING

The School's DSL is **Sadia Akhtar, Headteacher**.

Khadija Chowdhury (Head of Islamic Faculty) and Fouzia Ahmed (Admin) are the deputy DSL's and the persons to whom reports should be made in the absence of the DSL. This ensures there is required cover for the role at all times.

The DSL (and deputy DSLs) contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the governors to review and update the School's safeguarding policy.

Where a pupil leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

During term time, the DSL and/ or the deputy DSLs will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the School will ensure that the DSL or one of the deputy DSLs can be contacted by email.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

Full details of the DSL's role can be found at *Annex B of Keeping Children Safe in Education (KCSIE)*.

TRAINING

All Staff

All staff, trustees and volunteers will be provided with training that includes:

- the Child Protection and Safeguarding Policy
- the role and identity of the DSL and deputy DSLs
- the Behaviour Policy
- the safeguarding response to children who go missing from education
- the Staff Code of Conduct including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/student/s relationships and communications including the use of social media
- a copy of *Part 1 of KCSIE*
- School leaders and staff who work directly with children will also be required to read *Annex A of KCSIE*.

All staff are also required to:

- Read Part One of KCSIE and confirm that they have done so via a signed form. Each time Part One of KCSIE is updated by the Department for Education, staff will be updated on the changes via email.
- Understand key information contained in Part One of KCSIE. The School will ensure staff understanding by discussion in training, updates sent via email and in staff meetings.
- Receive training in safeguarding and child protection regularly. Training will include online safety and harmful sexual behaviours. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, emails, and

DSL and Deputy DSLs

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, and training in the Prevent duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of KCSIE.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The deputy DSLs are trained to the same level as the DSL.

Concerns About A Child

The School has a duty to consider at all times the best interests of the pupil and to take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is **everyone's responsibility**.

The School has arrangements for listening to children and providing early help. Details of these arrangements can be found within the School's Behaviour Policies and Anti-Bullying Policy.

Definitions of Safeguarding and Types and Signs of Abuse

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet).

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect

Staff are referred to **Appendix 1** of this policy for further detail of the types of abuse and possible signs of abuse.

Procedures For Dealing With Concerns About A Child

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

All staff should:

- listen carefully

- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not to guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain to the child that staff will only share the information with those who need to know to help the child. All staff should explain next steps and who the information will be passed to – the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead (DDSL).

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing. This includes situations where decisions are made not to refer a case. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. Where a report includes online elements, staff are reminded not to view or forward any illegal images of a child but note what has been reported.

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The School operates its processes with the best interests of the pupil at their heart.

What Staff Should Do If They Have Concerns about a Child

If staff (including trustees, agency staff and volunteers) have any concerns about a child's welfare they should act immediately and should speak with the School's DSL or DDSL. If, in exceptional circumstances, the DSL or DDSL is not available, this should not delay appropriate action being taken and staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL or DDSL as soon as is practically possible.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. (If you have concerns you may also refer to the flowchart of this policy)

All staff should feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children. This therefore firms up the understanding that there is a need to ensure that the school's culture is one where any concern can be raised and will be looked into.

Early Help

All staff should be prepared to identify children who may benefit from 'early help'. Early help is the support provided to children and families at the first signs of difficulties to prevent issues from escalating. It involves identifying and addressing a wide range of challenges, including emotional, behavioural, and educational concerns, before they develop into more serious problems. This support is available to all children, particularly those who are frequently missing education or at risk of exclusion, and aims to provide timely interventions that promote the child's well-being, safety, and success in education. By working in partnership with families, schools, and external agencies, early help

ensures that children receive the necessary resources and guidance to overcome challenges and achieve positive outcomes. Family support will also be arranged with agencies when required.

In the first instance, staff who consider that a student/s may benefit from early help should discuss this with the School's DSL or DDSL. If early help is appropriate, the DSL will generally lead on liaising with relevant agencies and setting up inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. The DSL will support staff in liaising with external agencies and professionals in an interagency assessment, as appropriate.

If early help is appropriate, the matter will be kept under constant review and consideration given to a referral to children's social care if the student's situation does not appear to be improving or is getting worse.

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

- Has a difficult family situation e.g. separated families, mental health concerns, financial concerns
- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- 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;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

The school has regard to a range of national safeguarding resources and support services referenced in KCSIE, including those relating to child sexual exploitation, harmful sexual behaviour, domestic abuse, and preventing radicalisation, and will signpost pupils, families, and staff to appropriate support where required.

What Staff Should Do If a Child Is In Danger or At Risk of Harm

If staff (including trustees, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within **24 hours** (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory

agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made.

The School's Local Safeguarding Children Partnership is The Newcastle Safeguarding Children Partnership. A full copy of their local procedures can be found at <https://www.nscb.org.uk>

What Staff Should Do If They Have Concerns about another Staff Member

If staff have concerns about another staff member, then this should be referred to the Principal or the Heads. Where there are concerns about the Principal or the Heads, this should be referred to the Chair of Trustees, the chair of governors, chair of the management committee, or the proprietor.

In the event of allegations of abuse being made against the Principal or the Heads, staff are referred to the procedures below and should refer the matter directly to the designated officer(s) at Newcastle City Council.

What Staff Should Do If They Have Concerns about Safeguarding Practices in the School

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding regimes, these should be raised in accordance with the School's whistleblowing procedures. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line.

Contact details for the NSPCC helpline can be found on the Key External Contacts page of this policy.

MENTAL HEALTH AWARENESS

Bahr Academy recognises that they play a vital role in spotting the early signs of mental health issues and can help children get the support they need. Some pupils can be more vulnerable than others can to issues such as depression, anxiety, self harm or eating disorders. School staff need to be vigilant to potential emotional and behavioural problems if there are pupils in school who have:

- experienced abuse,
- bullying,
- bereavement,
- have learning difficulties or
- are in care

Exam time can also be a time when children experience increased levels of stress and may need extra emotional support.

If a member of staff has a concern about the mental health of a pupil, they should speak to the DSL in the first instance. The DSL may offer that if there is a concern about a child's mental health a Strengths and Difficulties Questionnaire (SDQ) can be completed to assess the child's behaviour which is produced by the DfE non-statutory advice for schools in England Mental health and behaviour in schools (DfE, 2018).

ARRANGEMENTS FOR DEALING WITH CHILD-ON-CHILD ALLEGATIONS

Child-on-child abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include bullying (including cyberbullying), sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up" Nor will harmful sexual behaviours be dismissed as the same or "just having a laugh" or "boys being boys". The School recognises that a child is likely to disclose an allegation to someone they trust; this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies.

Signs that a child may be suffering from child-on-child abuse can also overlap with those indicating other types of abuse and can include: failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected; physical injuries; experiencing difficulties with mental health and/or emotional wellbeing; becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much; broader changes in behaviour including alcohol or substance misuse; changes in appearance and/or starting to act in a way that is not appropriate for the child's age; abusive behaviour towards others.

What to Do If Staff Suspect That a Child May Be At Risk or Hears a Report of child-on-child Abuse

In the event of disclosures about child-on-child abuse, all children involved will be treated as being at risk and the safeguarding procedures in accordance with this policy. This means that if a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed.

All concerns/allegations of child-on-child abuse will be handled sensitively, appropriately and promptly and will be investigated including consideration of the wider context in which it may have occurred (as appropriate). The School treats all children involved as being at potential risk and ensures a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it. Immediate consideration will therefore be given as to how best to support and protect all children involved/impacted.

The School will take into account the views of the child/children affected. Unless it is considered unsafe to do so, the DSL should discuss the proposed action with the child/children and their parents following appropriate liaison with children's social care. The School should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so. All children affected by child-on-child abuse will be supported.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the LCSB on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LCSB, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the LCSB and/ or the Police as appropriate.

Reports Concerning Harmful Sexual Behaviour

Where a report concerns an allegation of sexual violence and/or sexual harassment, if possible two members of staff should be present when managing a report (preferably one of them being the DSL or DDSL). The DSL or DDSL should be informed as soon as practically possible if they were not involved in the initial report.

The school will respond to cases of "sexting" (or Youth Produced Sexual Imagery) in line with the UKCCIS "Sexting in Schools and Colleges" guidance and KSCB guidance.

Consideration of safeguarding all those children involved in the safeguarding report will be immediate. Following a report of sexual violence and/or sexual harassment the DSL will therefore consider the appropriate response. This will include:

- The wishes of the victim,
- The nature of the alleged incident,
- The ages of the children involved,
- The developmental stages of the children involved,
- Any power imbalance between the children,
- If the alleged incident is a one-off or sustained pattern,
- Any ongoing risks,
- Other related issues and context.

Any response and action will, as always, have at the centre the best interests of the child. The DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the School.

The DSL will consider as part of the School's response, the context within which such incidents and/or behaviours occur and the importance of anonymity. Risk assessments will be recorded (either written or electronic) and kept under review. The DSL will consider the risks posed to all student/ss and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the "victim" and alleged "perpetrator" and considerations regarding shared classes, sharing school premises and school transport. Any professional risk assessment will inform the School's approach.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered.

The DSL will ensure that where children move to another educational institution following an incident of peer-on-peer abuse, the new institution is made aware of any ongoing support needs and, where appropriate, any potential risks to other children and staff.

Full advice and guidance can be found in on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH), which was published in December 2017, has also been updated in May 2018.

ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE PRINCIPAL, HEADS, TRUSTEES AND VOLUNTEERS)

The School's procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and Local Child Safeguarding Board arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil;
- Possibly committed a criminal offence against or related to a pupil; or
- Behaved towards a pupil in a way that indicated that they would pose a risk of harm if they were to work regularly or closely with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should also be referred to the Police and also the LADO.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the DSL. The DSL will keep the Principal/Heads informed. Where the Principal/Heads or DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Trustees. Where the Principal/Heads or DSL is the subject of the allegation or concern, the Heads or DSL must not be informed of the allegation prior to contact with the Chair of Trustees and designated officer.

2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately. All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.

3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and KCSIE when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.

5. Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from children should be made.

6. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.

7. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teacher Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student/s) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teacher Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

8. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any sanction is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

**The schools remain accountable for students even when they are placed in alternative provision.*

When a pupil is placed in alternative provision, the school retains responsibility for safeguarding and will obtain written confirmation that appropriate safeguarding and suitability checks have been completed, maintain accurate records of the pupil's placement and attendance, and regularly review the provision and placement arrangements at least on a half-termly basis.

SAFE WORKING PRACTICE

All members of staff are required to work within clear guidelines on Safe Working Practice / the School's Staff Code of Conduct. Children may make allegations against staff in situations where they feel susceptible or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a susceptible position regarding child protection or potential allegations.

SAFER RECRUITMENT

Bahr Academy is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and have their welfare and protection as the highest priority. Bahr Academy is responsible for ensuring that safe recruitment processes outlined within guidance, including an application, vetting and recruitment process which places safeguarding at its centre. Bahr Academy is responsible for ensuring that the school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and trustees and includes appropriate recruitment information such as:

- Identity checks
- Disclosure Barring (DBS) reference number and barred list check
- verify the candidate's mental and physical fitness
- Eligibility to work in the UK checks
- Prohibition, sanctions and restrictions and section 128 directions
- Two references
- Further overseas checks (if necessary)
- Professional qualifications check

Further information can be found on our *Safer Recruitment Policy*.

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. This is done through policy review sessions and staff meetings. The School draws on the expertise of staff, including the DSL(s), in shaping the School's safeguarding arrangements and policies.

The Safeguarding Trustee ensures the School complies with the Section 11 Auditing process of the Newcastle Safeguarding Report and submits the completed audit on request.

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching Children How To Keep Safe

The Trustees ensure that all pupils are taught about safeguarding, including online, through the curriculum and PSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and susceptible adults.

Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks. Staff will have annual training on cyber security.

The School has appropriate filters and monitoring on school devices and school networks in place to safeguard children from potentially harmful and inappropriate material online. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm.

SLT will review filtering and monitoring provision annually and block harmful and inappropriate content without unreasonably impacting teaching and learning. Students are always supervised whilst using devices.

Further detail of the School's approach to online safety can be found in the School's E-Safety Policy.

AI-Generated Inappropriate Content and Online Safety

Our school recognises the emerging risks posed by artificial intelligence (AI) in the creation and distribution of inappropriate content, including nudes or semi-nudes. We are committed to educating staff and students about these risks and taking proactive measures to prevent and respond to such incidents. Any use or sharing of AI-generated inappropriate images will be treated as a serious safeguarding concern. Our safeguarding team will collaborate with relevant authorities and external agencies to address such cases, ensuring that students remain safe from harm online. We will also provide training to staff on identifying and addressing these new types of online risks, ensuring our safeguarding policies evolve to meet the challenges of the digital age.

The school has regard to the Department for Education's guidance on generative artificial intelligence and cyber-security standards, and uses these to inform the safe and responsible use of AI, as well as the effectiveness of its digital safeguarding measures, including filtering, monitoring, and staff training.

The school recognises that online safeguarding risks include exposure to misinformation, disinformation (including fake news), and conspiracy theories, which may negatively influence pupils' understanding, behaviour, and wellbeing; therefore, these risks are addressed through our online safety education,

filtering and monitoring systems, and safeguarding procedures in line with the four Cs of online risk (content, contact, conduct, and commerce).

Use of Mobile Phones and Cameras

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's E-Safety Policy and Staff Code of Conduct.

Looked After Children and Previously Looked After Children

Currently we have no LACs students at Bahr Academy. Bahr Academy recognises that most children living in care are kept safe from harm. However, a small number remain at risk of abuse or neglect. Children may enter care for all sorts of reasons but most enter because they have been abused or neglected. These experiences can leave children with complex emotional and mental health needs.

Many children also move repeatedly in and out of care, or between placements. This can prevent them from forming stable relationships with the staff, adults and peers.

A previously looked after child potentially remains susceptible and all staff should have the skills, knowledge and understanding to keep previously LAC safe.

Schools must appoint a Designated Teacher for LAC who has responsibility for promoting the educational achievement of registered pupils who are looked after and certain previously looked after children. The Designated Teacher for LAC will maintain details of the child's social worker and information of the virtual school head in the authority.

The school will work in partnership with the Virtual School Head, who has a non-statutory responsibility to promote the educational achievement of children in kinship care, alongside their statutory role for looked-after children and those with a social worker, in order to support pupils' safeguarding and educational outcomes.

Use of 'Reasonable Force'

The School recognises the additional vulnerability when using reasonable force in response to risks presented by incidents involving children with SEND or with medical conditions. The School will consider its duties under the Equality Act 2010. Positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more susceptible children, and agreeing them with parents and carers can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Arrangements for Visiting Speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information

they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a School employee. School keeps a formal register of visiting speakers. Further details are given in the School's Visiting Policy.

CONFIDENTIALITY, INFORMATION SHARING AND GDPR

Our school is committed to ensuring that personal data is handled in a way that complies with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. Safeguarding children requires us to collect, store, and share information appropriately, while ensuring that privacy is protected.

Bahr Academy recognises that all matters relating to child protection are confidential. The Principal/Heads of School or DSL will only disclose information about a pupil to other members of staff on a 'need to know basis'.

Staff are reminded to adhere strictly to data protection laws, particularly regarding staff and student data. This includes preventing breaches and ensuring compliance with the Data Protection Act 2018 and UK GDPR.

All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues, which have, access to because of their role confidential, they also have a professional responsibility to share information if it is necessary and proportionate with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets, which might compromise the child's safety or wellbeing. DfE Guidance on Information Sharing (July 2018) provides further detail.

Everyone in this School who deals with personal data shares the responsibility for data protection:

- School's Data Protection Officer is responsible for guiding the School on data protection matters.
- Senior leaders who manage the 'data ecosystem' should be aware of the content of GDPR in order to oversee how the school is complying with data protection legislation.
- Staff who influence how data is used, processed and secured should be involved in creating high-level data maps and be aware of lawful reasons for processing data and minimising risks.
- All staff should be aware of what personal data is, how it can be used, and any risks involved.

Compliance with Data Protection Laws:

We ensure that all personal data collected in relation to safeguarding is processed lawfully, fairly, and transparently. The school adheres to the principles of data protection, ensuring that information is only collected and processed for legitimate purposes, is kept accurate and up to date, and is stored securely.

Information Sharing:

Safeguarding children often requires sharing information with external agencies, including local authorities, the police, and health services. We share information on a need-to-know basis, ensuring it is necessary, proportionate, and in the best interests of the child. When sharing safeguarding data, we follow statutory guidance and prioritise the safety of the child over strict data protection concerns. This sharing is done securely to minimize the risk of unauthorized access.

Record-Keeping:

All safeguarding concerns, discussions, decisions, and their rationale are accurately recorded and locked away. This ensures accountability and supports effective decision-making. These records will be kept for the necessary period as required by law and guidance, ensuring they are accessible to those who need them and securely disposed of after their retention period ends.

Retention and Security:

Safeguarding records will be retained in accordance with statutory guidelines, securely stored to prevent unauthorised access, and destroyed securely once they are no longer required. The school has clear protocols to ensure sensitive data is handled carefully and destroyed appropriately after the designated retention period.

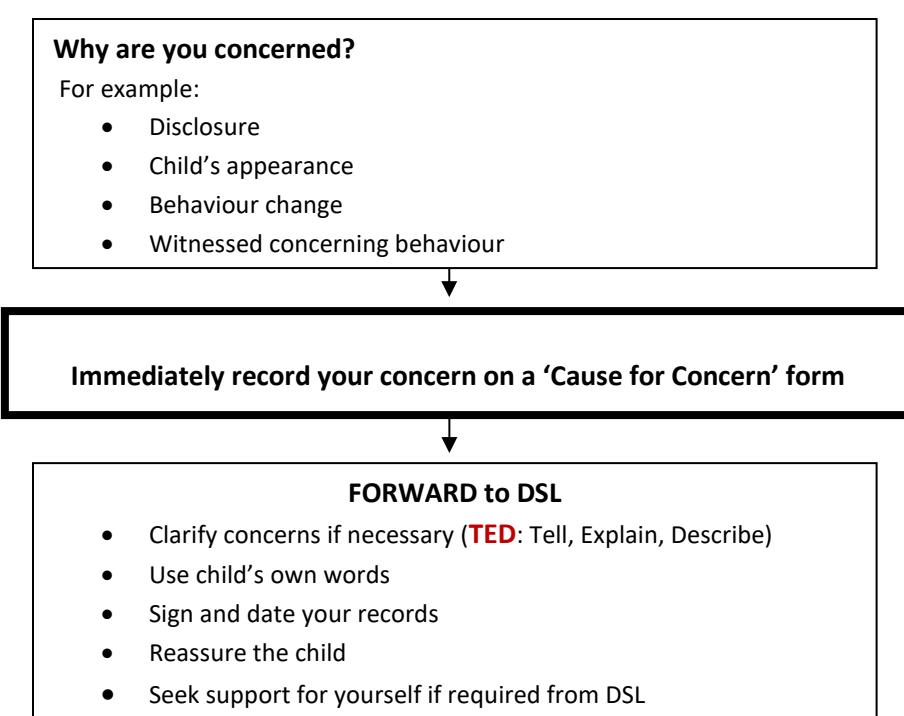
Staff Training:

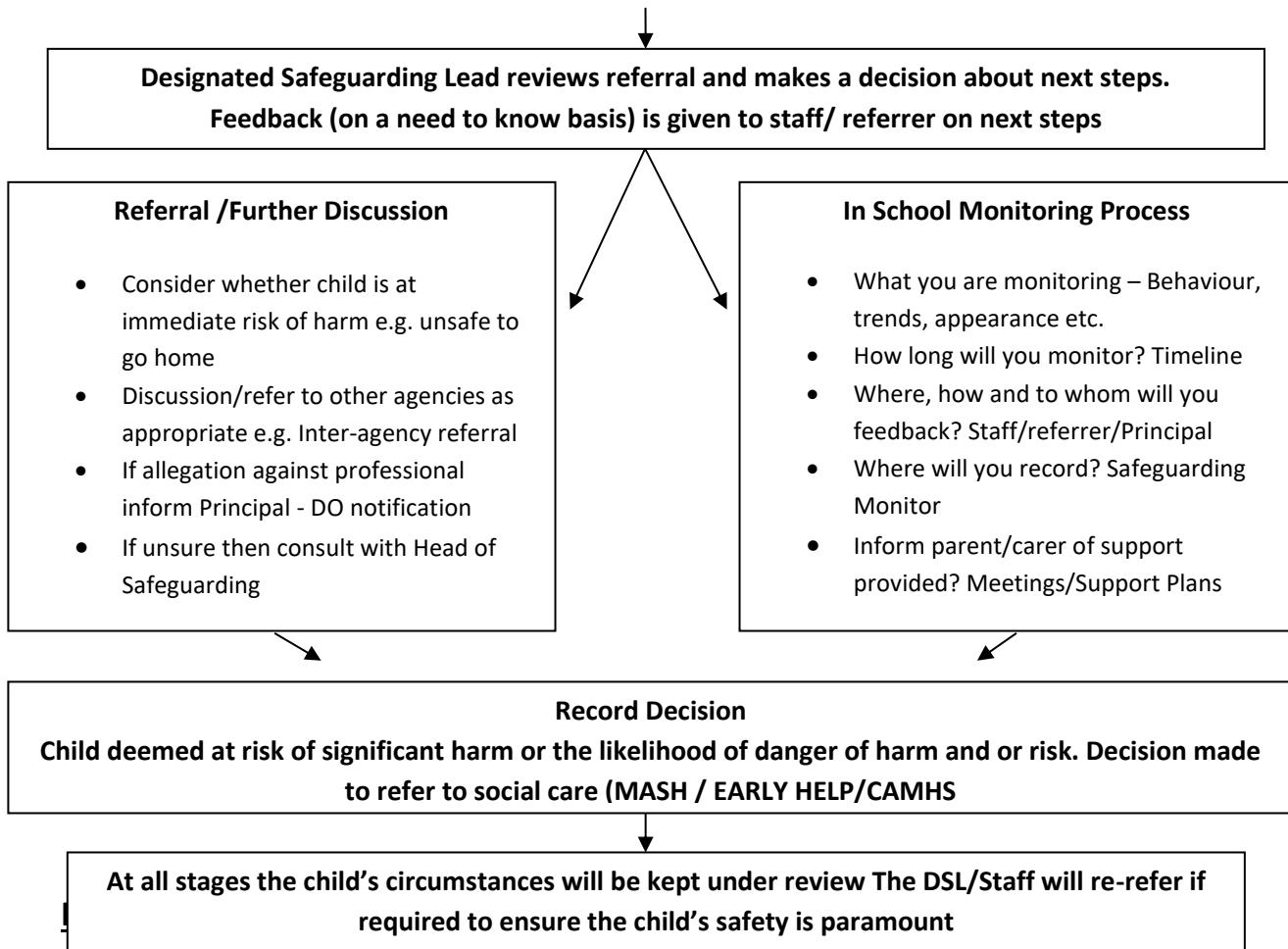
All staff members receive regular training on data protection principles, with particular emphasis on safeguarding information. They are made aware of the legal grounds for sharing information and the importance of prioritising child safety over concerns related to data protection when necessary. This ensures that staff are confident in knowing when and how to share safeguarding data without breaching legal regulations.

By maintaining high standards of data protection, we ensure the confidentiality and security of personal data while fulfilling our obligations to keep children safe.

Further information can be found on the School's Data Protection Policy and Confidentiality Policy

Flowchart





Newcastle Local Authority Designated Officer (DO) <i>Melanie Scott - Allendale Road Depot, Allendale Road, Byker, Newcastle upon Tyne, NE6 2SZ</i>	Phone: 0191 277 4636 Email: lado@newcastle.gov.uk
Local Authority Children's Social Care	Initial Response Service Phone: 0191 278 8500 (<i>9am to 5pm, Monday to Friday</i>)
Emergency Duty Team (out of hours)	Phone: 0191 278 78 78 Email: edt@newcastle.gov.uk
Northumbria Police	Phone: 101 (in an emergency always dial 999)
Support and Advice about Extremism	Northumbria Police Prevent Team Phone: 0800 789 321 Local Authority Prevent Duty Phone: 0191 214 6555 Email: Julie.hickin@newcastle.gov.uk prevent@newcastle.gov.uk Department for Education Phone: 020 7340 7264 (non emergency) Email: counter.extremism@education.gsi.gov.uk
Teaching Regulation Agency	Phone: 0207 593 5393 Email: misconduct.teacher@education.gov.uk
Disclosure and Barring Service	Phone : 01325 953795 Email: dbsdispatch@dbs.gsi.gov.uk
NSPCC Whistleblowing Advice Line	Phone: 0800 028 0285 Email: help@nspcc.org.uk
NSPCC FGM Helpline	Phone: 0800 028 3550
NSPCC Helpline 24/7	Phone: 0808 800 5000 Text: 88858
NSPCC Child Line	Phone: 0800 1111
Stop Hate UK (Reporting incidents of Hate Crime 24/7)	Phone: 0800 138 1625 Text: 0771 798 9025 Email: www.stophateuk.org

National Bullying Helpline	Phone: 0845 22 55 787
OFSTED Safeguarding Children	Phone: 0300 123 4666 Email: Whistleblowing@ofsted.gov.uk

APPENDIX 1 – SIGNS AND TYPES OF ABUSE

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. They can occur from within or outside families, in or out of school, from within peer groups or the wider community and/or online. In most cases, multiple issues will overlap with one another and children can therefore be susceptible to multiple threats.

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

No list of abuse or neglect indicators can include all signs, and staff are advised to use their best judgement.

Staff should also refer to sections Part 1 and Annex A within '*Keeping children safe in education*' 2025 and '*What to do if you are worried a child is being abused*' 2015.

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. 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 can include 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 and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. Staff are referred to DfE guidance *Sexual Violence and Sexual Harassment* for further information.

The School will respond to cases of “sexting” (or Youth Produced Sexual Imagery) in line with the *UKCCIS “Sexting in Schools and Colleges”* guidance and *KSCB* guidance.

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 involve failing to:

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

Specific Safeguarding Issues

Behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger.

Safeguarding issues can also manifest themselves via child-on-child abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. (Also see Annex A within ‘*Keeping children safe in education’ 2025*’)

Safeguarding issues can also be linked to, for example:

- child missing from education;
- child sexual exploitation;
- domestic violence;
- drugs;
- fabricated or induced illness;
- faith abuse;
- female genital mutilation (FGM);
- forced marriage;
- gangs and youth violence;
- gender-based violence/violence against women and girls;
- hate;
- mental health;
- preventing radicalisation;
- relationship abuse;
- sexting;
- trafficking.

Domestic Abuse

Domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Domestic violence is a crime which cuts across all sectors of society and which affects 1 in 4 women and 1 in 6 men in their lifetime. This means a significant number of children will be living in a household where domestic violence is currently or has been an issue. In some cases, children themselves may fall victim to violence, perhaps directly or

indirectly. The abuse can encompass, but is not limited to psychological; physical; sexual; financial; and emotional abuse.

Even if a child is not victim of physical abuse themselves, if they are aware of domestic violence happening or witness it first hand, they will be extremely concerned. They may be worried about telling anyone for fear that their family will be broken up by social services or the police. They may be ashamed of any police involvement in their family. It is possible that they may just think it is normal practice in relationships and be at higher risk of becoming violent themselves or falling victim to domestic violence when they are in a relationship.

Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact: it can also occur through the use of technology. 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; can still be abuse even if the sexual activity appears consensual; can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity; can take place in person or via technology, or a combination of both; can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence; 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); can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- 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.

CSE is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of drugs trafficking. The DSL or DDSL will consider a referral to the National Referral Mechanism as soon as possible if there are county line concerns, such as a child being a potential victim of modern slavery or human trafficking.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the *Multi-agency guidelines: Handling cases of forced marriage*.

In addition, 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.

School staff can also contact the **Forced Marriage Unit** if they need advice or information: Contact: **020 7008 0151** or email fmu@fco.gov.uk

So Called 'Honour Based' Violence

Encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including **Female Genital Mutilation (FGM)**, forced marriage, and practices such as breast ironing. It can include multiple perpetrators.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the *Multi-agency statutory guidance on FGM*.

If staff have a concern that a student/s may be at risk of HBV or has suffered HBV, they should speak to the DSL (or DDSL). As appropriate they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

There is a **statutory duty** on teachers to personally 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. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a student/s is at risk (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 it involves a student/s over 18, teachers should follow the School's local safeguarding procedures.

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is now defined as promoting or advancing an ideology based on violence, hatred, or intolerance, which seeks to:

- Negate or destroy the fundamental rights and freedoms of others.
- Undermine, overturn, or replace the UK's liberal parliamentary democracy and its democratic rights.
- Intentionally create an environment where such goals can be achieved.

This includes behaviours like justifying or glorifying violence, seeking to overthrow the political system unlawfully, or creating alternative governance structures to replace lawful institutions. Additionally, providing uncritical platforms or support to individuals or groups that engage in such behaviours may also be considered extremism. However, lawful expression, debate, or protest does not fall under this definition.

(This definition helps distinguish between extreme behaviours that pose a societal risk and the lawful exercise of free speech and belief.)

There is no single way of identifying 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 different methods such as online. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the DSL or DDSL making a referral to the Channel programme. All teaching staff will undertake an online Channel General Awareness course.

Potential indicators of radicalisation include:

<ul style="list-style-type: none">• Use of inappropriate language• Behavioural changes• Advocating violent actions and means• Seeking to recruit others to an extremist ideology	<ul style="list-style-type: none">• Possession of violent extremist literature• The expression of extremist views• Association with known extremists
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Once a referral is made, the Channel Panel will meet to discuss the referral and determine if the individual is at risk of being drawn into terrorism and what support should be provided. An individual will be required to provide their consent before any support delivered through the programme is provided.

Children Who Go Missing From Education or School

The school recognises the serious safeguarding risk posed by children missing from education. Any unexplainable and/or persistent absences from education will be treated as a potential indicator of safeguarding concerns, including neglect, exploitation, or abuse.

We are committed to early identification of these patterns and will take immediate action to investigate and address the underlying causes. This includes working closely with parents, carers, and external agencies to ensure that appropriate support is provided and that all children are re-engaged with their education promptly. The school will also follow statutory guidance, ensuring all cases of missing children are reported to relevant authorities in a timely manner.

The School holds more than one emergency contact number for each student so additional options are available to make contact with a responsible adult when a child goes missing and it is also identified as a welfare and/or safety concern.

Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found School's *Children Missing from Education Policy*. All unexplained or unauthorised absences will be followed up in accordance with this policy.

The school recognises attendance as a key safeguarding indicator and, where absence or patterns of non-attendance raise safeguarding concerns, will work in partnership with children's services and other agencies in line with statutory guidance, including Working Together to Improve School Attendance.

The School shall inform the local authority (Newcastle Attendance Service) of any student who is going to be added (**within five days**) or deleted from the School's admission register (**under all fifteen grounds for deletion**) at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority (and the local authority where the child is normally resident) of any student/s who fails to attend school regularly, or has been absent without the School's permission for a continuous period **of 10 school days or more**, at such intervals as are agreed between the School and the local authority.

Action should be taken in accordance with this policy if any absence of a student/s from the School gives rise to a concern about their welfare. (Particularly on **repeat occasions and/or for prolonged periods**.)

All staff are made aware of the potential safeguarding issues (including the impact on mental health) linked to children "**being absent from school**, particularly repeatedly **and/or for prolonged periods, and children missing education**".

Other organisations using school premises

Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

Principal will:

- Ensure agreements with any organisation using school premises set out that they will follow their safeguarding policies and procedure.
- Ensure staff are briefed to follow the school's safeguarding policies and procedure in respect of any concern about such organisations.
- Therefore, where there are any concerns about an individual's behaviour whilst in an out of school setting, this must be followed up by the school (as the owner of the site), following the school's own procedures and not those of the out of school setting.

Special Educational Needs and/or Disabilities

Pupils with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- 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 being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers. Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Governor and proprietors will make reasonable adjustments for disabled children and young people to deal with particular disadvantages (such as bullying or abuse); and signposting to local Special Educational Needs and Disabilities Information and Support Services.

Currently we have no students with SEND needs in our school. Students with SEND needs will be listed on our internal Inclusion List, which will be shared with all staff, and closely monitored. Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, Gay, Bi or Trans (LGBT)

Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Support will be given to students including gender-questioning children.

Children and the Court System

We recognise that some students may become involved in the court system, either as witnesses or because of family legal issues. Our school is committed to supporting these children by providing appropriate resources and emotional support. For students aged 5-11 and 12-17, we offer age-appropriate guides to help them understand court processes. Designated staff will work with external agencies and families to ensure that children going through legal proceedings receive the support they need to thrive academically and emotionally. Our safeguarding team is trained to recognise the challenges faced by these children and to implement tailored interventions as necessary.

Making child arrangements following separation can also be stressful and entrench conflict in families. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy.

The school will prioritise maintaining detailed records, implementing early intervention strategies, and addressing emerging online threats, such as AI-generated inappropriate content.

Children with Family Members in Prison

Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy.

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 DSL or DDSL will raise/progress any concerns about homelessness with the Local Housing Authority although this does not replace a referral into children's social care where a child has been harmed or is at risk of harm.

The school will keep its safeguarding practices and policies under review in line with future statutory and non-statutory guidance, including forthcoming updates to Relationships, Sex and Health Education (RSHE) and any revised guidance relating to gender-questioning children once published.