

Summary of Safeguarding Policy Changes - September 2020

We have referred to reputable sources such as the Key for school leaders to incorporate the latest guidance into our previous policy.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>

See guide including flow charts to advise when to contact police. (Page 4)

Allegations information has been checked and in latest guidance it has been clarified that allegations regarding supply staff must also be reported to the head teacher. This does not apply to Jamia Al-Hudaa as supply staff is not currently utilised but the wording on (page 7) is inclusive of supply staff should they be required in future.

The latest guidance in 2020 mentions;

- DSLs should help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with teachers and other staff
- This could be done by, for example:
 - Making sure that staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for them
 - Supporting teaching staff to identify the challenges that children in this group might face, and the additional academic support and adjustments that they could make to best support them (Page 12)

The DSL, head teacher and Trustees all have a role to play to ensure there is communication with social care workers in the case of looked after children or complex cases. (Page 13/14/15)

- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment (Page 16)

Mental Health

In the latest government guidance of 2020, mental health is explicitly included in the definition of safeguarding, which now includes "preventing impairment of children's **mental** and physical health or development"

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one

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- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
- Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy
- There is also DfE guidance available on [preventing and tackling bullying](#) and [mental health and behaviour](#), as well as Public Health England guidance on [promoting children's emotional health and wellbeing](#) and lesson plans and teaching materials from [Rise Above](#) (Page 18/19)

A new paragraph on **CCE and CSE** explains that:

- These are defined as forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity
- The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources
- In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator
- It can be perpetrated by individuals or groups, males or females, and children or adults
- It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse
- It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence
- Victims can be exploited even when activity appears to be consensual
- It can happen online as well as in person (Page 24)

The latest government guidance has referred to new information which can be found on the channel programme page;

<https://www.gov.uk/government/publications/channel-guidance>. Page 34

Page 43 – Honour Based Abuse instead of violence – to reflect non-physical harm that may occur.