



MANCHESTER
ISLAMIC
GRAMMAR SCHOOL
FOR GIRLS

FAITH • LEARNING • LIFE

SAFEGUARDING AND CHILD PROTECTION POLICY 2026-2027

Changes made	Reviewed By	Trust Approved By	Date:
Policy Reviewed due to staff changes	Jamila Kossar/DSL Team	Zaheer Farroukh	April 2025
Policy Reviewed	DSL Team	Zaheer Farroukh	September 2025
Policy Reviewed	DSL Team	Zaheer Farroukh	April 2026
Policy Reviewed	DSL Team	Zaheer Farroukh	September 2026

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Safeguarding and Child Protection – Key Contacts

Manchester Islamic Grammar School for Girls

The Acting Assistant Headteacher who has the ultimate responsibility for safeguarding is Amina Suleiman (DSL). In her absence, the authorised members of staff are: The Designated Safeguarding Team – Ms J Kossar (DDSL) and Mr Jacob Thornes (DDSL). Standard MIGSG policy is that a member of the DSL team is always present on site during school hours. On the very rare occasion no DSL or DDSL is available in school please contact an SLT member or use contacts below to make urgent referral to MSP or the Police.

The Designated Safeguarding Team

Name	Role	Location and/or Contact Phone Number
Amina Suleiman	DSL – Acting Assistant Head	Room 312
Jamila Kossar	Deputy DSL – Acting Headteacher	Room 211
Jacob Thornes	Deputy DSL – Head of Humanities	Room 308

At Manchester Islamic Grammar school for Girls we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

Summary of our procedure if there is a concern about child welfare or safeguarding:

All staff receive relevant safeguarding training and any concerns or referrals should be made to the school designated safeguarding team (details in policy and staff safeguarding leaflet) via CPOMS (schools safeguarding recording system). If an urgent referral needs to be made this can be done by any member of staff to any of the following agencies. The school safeguarding team should be informed of any referrals made.

Manchester Safeguarding Partnership: 0161 234 5001

Multi-Agency Safeguarding Hub (MASH) Helpline: 0161 219 2895,

Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977

National Society for the Prevention of Cruelty to Children (NSPCC): 0800 800 5000

Local Authority (LA) Safeguarding in Education Team: 0161 245 7171

NAMED GOVERNOR for Safeguarding & Prevent	Contact Email/Phone
Zaheer Farroukh	f.zaheer@miet.uk

Our Whistleblowing procedure if staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding procedures internally or externally:

- Any concerns, referrals or allegations regarding staff (including supply staff, trainee teachers, volunteers, and contractors), volunteers or visitors, should be made to the designated safeguarding team or to the Head Teacher. All details for whistleblowing can be found in the whistleblowing policy.
- **Advice Line: NSPCC Whistleblowing Helpline: 0800 028 0285.**

Our procedure if there is an allegation that an adult has harmed a child, or that a child is at risk from a named adult:

Any concerns, referrals or allegations regarding an adult should be made directly to the Head Teacher. If it is regarding the Head Teacher they should be made to the chair of Trustees for safeguarding; Mr Zaheer Farroukh (details above) or directly to the local authority designated officer: **Manchester LA Designated Officer (formerly LADO): 0161 234 1214 (Majella O'Hagan).**

This policy will be reviewed at annually unless an incident or new legislation or guidance suggests the need for an interim review

Review Date	Changes made	By whom
June 2024	Policy reviewed	Jamila Kossar
September 2024	Policy Reviewed	Jamila Kossar
January 2025	Policy Reviewed	Jamila Kossar/DSL team
April 2025	Policy Reviewed due to staff changes	Jamila Kossar/DSL Team/Trust Governor
September 2025	Policy Reviewed	DSL Team/ Trust Governor
April 2026	Policy Reviewed	DSL Team
September 2026	Policy Reviewed	DSL Team/ Trust Governor

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2026-2027	September 2026	Zaheer Farroukh

Key External Contact Details

Local Authority Designated Officers	Majella O'Hagan / Jackie Shaw 0161 234 1214 Quality.assurance@manchester.qcsx.gov.uk
Local Authority Children's Social Services	0161 234 5001 mcsreply@manchester.gov.uk socialcare@manchester.qcsx.gov.uk for sensitive information Out of hours emergency duty team tel: 0161 255 8266
Multi-Agency Safeguarding Hub	0161 205 5061 mcsreply@manchester.gov.uk Consultation line: 0161 219 2895
Support and Advice about Extremism	Police Channel Team GMP CTU 0161 856 6362 Emergency: 999 Non-Emergency number: 101 Channel.project@gmp.police.uk Local Authority Prevent Team 0161 234 1489 s.butt@manchester.gov.uk Prevent Lead: Samiya Butt Department for Education Non Emergency Number: 020 7340 7264 Email: counter.extremism@education.gsi.gov.uk
NSPCC Whistleblowing advice line	Address: Weston House, 42 Curtain Road London EC2A 3NH Tel: 0800 028 0285 help@nspcc.org.uk
Disclosure and Barring Service	Address: PO Box 181, Darlington, DL1 9FA 01325 953795 dbsdispatch@dbs.gsi.gov.uk
National College for Teaching and Leadership	Address: 53 – 55 Butts Road, Earlsdon Park, Coventry, CV1 3BH 0207 593 5393 misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	Tel: 0300 123 4666 (Monday to Friday from 8am to 6pm) Email: Whistleblowing@ofsted.gov.uk

Important additional contact information

Local Authority Children's Social Care:	Students at MIGSG attend from many local authorities so referrals if needed, should be made to the relevant authorities.
Manchester	0161 234 5001
Bolton	01204 337 400
Bury	0161 253 5454
Oldham	0161 770 3790
Rochdale	0845 226 5570
Salford	0161 603 4500
Stockport	0161 217 6028
Tameside	0161 342 4150
Trafford	0161 912 5125
Wigan	01942 828 300
Manchester Safeguarding Partnership	Manchester Contact Centre 0161 234 5001 mcsreply@manchester.gov.uk www.manchestersafeguardingpartnership.co.uk
Police	101 (non-emergency), 999 (emergency)
Prevent and counter-extremism	Helplines for non-emergency advice on religious and political extremism
Department for Education 020 7340 7264	Police 101, counter-extremism@education.gsi.gov.uk
Additional numbers	
Manchester Family Information Service	0800 083 7921
Childline	0800 1111
NSPCC 24/7 Helpline	0808 083 7921
Barnado's	0800 942 8787
NSPCC FGM Helpline	0800 028 3550
NSPCC Whistleblowing Helpline	0800 028 0285
National Bullying Helpline	0845 028 0285

Key School Contact Details for Safeguarding.

For the purpose of this policy, the following individuals are the relevant post holders.

Chair of Trustees: Mr Zaheer Farroukh who may be contacted via the Trust Office Manager

Lead Trustee with responsibility for Safeguarding, Child Protection and Prevent and filtering and monitoring: Mr Zaheer Farroukh who may be contacted via the Trust Office Manager Mr Zahid Hafeez

Trust Office Manager to the Trustees Mr Tamim Estewani—who may be contacted on 0161-860 7575 trust.office@miet.org.uk

Designated Safeguarding Lead – Amina Suleiman 0161 881 2127 or at a.suleiman@migsg.miet.uk

Deputy Designated Safeguarding Lead: Jamila Kossar 0161 881 2127 or at j.kossar@migsg.miet.uk

Deputy Designated Safeguarding Lead – Jacob Thornes 0161 881 2127 or at j.thornes@migsg.miet.uk

What this policy replaces

This guidance replaces previous statutory documents,

It should be read alongside statutory guidance Working Together to Safeguard Children 2026 and Keeping Children Safe in Education September 2026.

All staff must have read:

- Keeping Children Safe in Education (2026) [Part One]; and school leaders and staff that work directly with children should also read Annex A
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- School's Behaviour Policy
- School Policy for Children who are absent from education

This policy will be reviewed regularly (annually), and may be revised and updated as and when the need arises.

This policy is relevant for all members of staff including:

Teaching, trainee teachers, non-teaching, supply, ancillary and lunch time staff, parent helpers, volunteers, all adults from outside the school who have close contact with students (mentors, careers officers, EWOs, support teachers) as well as young people in the setting.

All external visitors including Trustees, supply teachers, volunteers, contractors and speakers will be made aware of the information contained within our safeguarding policy and their responsibility to comply with it through the visitors safeguarding leaflet and visitors policy.

Links with other Policies

This safeguarding policy has obvious links with the wider safeguarding agenda. When reviewing this policy, links will be made with other relevant guidelines and procedures such as:

- ❖ Admission
- ❖ Attendance
- ❖ Whistleblowing
- ❖ Anti-bullying policy
- ❖ Behaviour
- ❖ Equality
- ❖ Health and Safety
- ❖ PSHEE
- ❖ RSE
- ❖ Safer recruitment
- ❖ Use of Reasonable Force
- ❖ School Counsellor

INTRODUCTION

The Islamic Context

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

In the Qur'aan (the holy book in Islam) the Almighty Lord has stated:

“The (faithful) servants of the Beneficent are those who walk upon the earth modestly.” (Al Furqaan 25:63).

The following are some of the Hadeeth (narrations) of the Prophet (PBUH):

”(On the Day of Resurrection) there will be nothing heavier in the scale than good character (and polite manners).”

“I have been sent (by the Lord, as a Messenger) for the perfection of human conduct.”

“The true believer is one from whom people are safe with their lives and wealth.”

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

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

Part one: Safeguarding information for all staff

All staff are expected to read and understand all aspects of this policy. 'The DSL will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of this guidance'. Everyone should be aware that safeguarding incidents can happen at any time and in any location and are duly required to be alert to any possible concerns. By adopting the approach 'it could happen here' we believe our increased vigilance will help to keep our students safe. Everyone who comes into contact with children has a role to play in identifying safeguarding concerns, sharing information and taking prompt action when necessary.

1. Safeguarding at MIGSG

- 1.1 Safeguarding and promoting the welfare of children is defined as:
 - Providing help and support to meet the needs of children as soon as problems emerge
 - Protecting children from maltreatment, whether that is within or outside the home, including online
 - Preventing the impairment of children's mental and physical health or development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best outcomes
- 1.2 MIGSG committed to safeguarding and promoting the welfare of all its students. We believe that:
 - All students have the right to be protected from harm;
 - Students need to be safe and to feel safe in school;
 - Students need support which matches their individual needs, including those who may have experienced abuse;
 - All students have the right to speak freely and voice their values and beliefs;
 - All students must be encouraged to respect each other's values and support each other;
 - All students have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy, healthy sociable students will achieve better educationally;
 - Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours;
 - All staff should recognise that children may experience prejudice based harm, including racism, faith-based prejudice, and other forms of discrimination, and be alert to the signs and impact of prejudice-based harm.
 - All staff and visitors have an important role to play in safeguarding students and protecting them from abuse.
- 1.3 MIGSG will fulfill their local and national responsibilities as laid out in the following documents:-
 - Working Together to Safeguard Children 2026
 - [Keeping Children Safe in Education](#): Statutory guidance for schools and colleges (DfE September 2026)
 - [The Procedures of Manchester Safeguarding Children Board](#)
 - [What to do if you think a child is being abused \(2018\)](#)

- [Information Sharing \(2018\)](#)

1.4 At MIGSG we recognize that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker through the MIGSG pastoral and safeguarding teams with regular welfare meetings.

2. Policy Aims

2.1 This policy will contribute to safeguarding our students and promoting their welfare by:

- Ensuring that students feel safe, secure and listened to
- Clarifying standards of behaviour for staff and students;
- Ensuring staff understand in 'exceptional circumstances' they may report concerns directly to MSCB
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- Introducing appropriate work within the curriculum;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff's awareness of the risks and vulnerabilities their students face, and encourage them to talk about concerns
- Addressing concerns at the earliest possible stage;
- Reducing the potential risks students face of being exposed to violence, extremism, exploitation, or victimization
- Ensuring that students who have been abused or are at risk of abuse are supported.

3. Role of the School Staff

3.1 The *Teachers' Standards 2012* state that teachers, including Head Teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All school and staff have a responsibility to identify students who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed. In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual students. To be able to differentiate between a 'concern' and immediate danger or at risk of harm.

3.2 At MIGSG all staff will:

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse
- Record concerns using CPOMS and alert the Designated Safeguarding Lead and Deputy Safeguarding Leads
- Deal with a disclosure of abuse from a student in line with the guidance in **Part 3**

4. What School Staff Need to Know

4.1 All staff members should be aware of systems within our school which support safeguarding and these will be explained to them as part of staff induction. This includes: the school's safeguarding policy; the school's staff behavior policy (code of conduct); and the Designated Safeguarding Lead.

4.2 All staff will receive basic level one refresher training at least once every year. Key staff will undertake level two and level three training as agreed by the Trustees and when required. New staff will receive training as part of their induction period.

4.3 Staff should receive the following training:

- Induction Training – this is mandatory and should include;
 - the child protection policy;
 - the behaviour policy;
 - the staff behaviour policy (sometimes called a code of conduct);
 - the safeguarding response to children who go missing from education; and
 - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). (see KCSIE 2026)
 - All staff will receive online safety training in September
 - Filtering and monitoring
- DSLs – DSLs should attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.
- All staff – all staff will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Recruitment – Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.
- Trust members - Members of the Trustee of the school take part in mandatory safeguarding training to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective.' This training is regularly updated. (KCSIE 2026)

5. Advice to staff

Staff must adopt the following procedures but it is understood that where it may not be possible to implement them for various reasons, professional judgment will be necessary:

5.1 One to one situations

- a) If speaking privately to a student use an area where other staff/ students can see you. Report discussion to relevant members of staff.
- b) It is recognised that in our Islamic environment, consoling students may require a reassuring arm on the shoulder but try to avoid excessive familiarity with students.
- c) All staff should:

- Reassure victims that they are being taken seriously and that they will be supported and kept safe. They shouldn't be given the impression they are creating a problem or made to feel ashamed for making a report.
- Know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation.
- Be vigilant as multiple safeguarding issues will overlap with one another.
- Be aware of the risk factors that increase the likelihood of involvement in serious violence.

5.2 Transporting of students

- a) Staff are not permitted to take their own vehicles to transport students at any time.
- b) Staff are to book pre-approved coach, minibuses and taxis to transport students.
- c) All passengers must wear seat belts.
- d) Staff should never overload the vehicle issued for transportation of the students.

5.3 Addressing of Staff

- a) Never allow students to address you by your forename alone.
- b) Never give your home telephone number/mobile to students who may wish to discuss problems with you.
- c) A school mobile is provided with a school sim for staff to take on school trips.
- d) If students contact you via social media private messaging about a school issue, encourage them to email your school email and report to relevant members of staff.

5.4 Compromising situations

If a member of staff feels that he/she has placed himself/herself in a compromising situation then an immediate discussion should take place with the Head Teacher or the DSL.

5.5. All staff must sign a confirmation of receipt form to declare they have been made aware of this policy and they fully understood their safeguarding duties.

6. What school staff should look out for

6.1. All staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of students who may be in need of help or protection.

6.2 Staff members working with students are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of student,

staff members should always act in the interests of the student.

6.3 There are various expert sources of advice on the signs of abuse and neglect:

Manchester Safeguarding Children Board (MSP) should be able to advice on useful material, including training options. One good source of advice is provided on the NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues, are described below.

6.4 Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the DSL.

6.5 All school staff should be particularly alert to the potential need for additional support for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours and extra-familial harm
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines 12
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal, financial or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and
- is a privately fostered child.

Part 2a: Definitions, Signs and Symptoms of Abuse (KCSIE 2026)

ABUSE Definition: 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

1. 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.

1.1 Signs/ Indicators in the student

The following signs may or may not be indicators that abuse has taken place.

The lists are not exhaustive and the categories are not mutually exclusive. There will often be overlap. Consequently, any person with responsibilities under this policy MUST share their concerns with the Designated Safeguarding Lead.

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face

- Grasp marks to the upper arms, forearms or leg
- Petechiae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discoloration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays

- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

1.2 Signs/Indicators in the parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorized attempts to administer medication
- Tries to draw the child into their own illness.
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse.
- Parent/carer has convictions for violent crimes.

1.3 Signs/Indicators in the family/environment

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) domestic abuse in their own intimate relationships (teenage relationship abuse) and violence (KCSIE 2026)

1.4 Child-on-child abuse (including harassment and violence)

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

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

2.1 Signs/ Indicators in the student

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

2.2 Signs / Indicators in the parent

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.

- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

2.3 Signs / Indicators of in the family/environment

- Lack of support from family or social network.
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgeries in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

2. NEGLECT

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

3.1 Signs/ Indicators in the student

Physical presentation

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhea
- Unmanaged / untreated health / medical conditions including poor dental health

- Frequent accidents or injuries, exploitation

Development

- General delay, especially speech and language delay
- Inadequate social skills and poor socialization

Emotional/behavioural presentation

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

3.2 Signs/ Indicators in the parent

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child .e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, and hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties may (or may not) be associated with this form of abuse

3.4 Signs/ Indicators in the family/environment

- History of neglect in the family
- Family marginalised or isolated by the community.

- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

4. SEXUAL ABUSE

Involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse may also include noncontact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

4.1 Indicators in the student

Physical presentation

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional/behavioural presentation

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own)
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

4.2 Indicators in the parents

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

4.3 Indicators in the family/environment

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physic or sexual assault or a culture of physical chastisement. Family member is a sex offender.
- Extra-familial harms to include sexual abuse and county lines. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation).

As well as the above, child abuse can take other forms, including so-called, 'honour-based' violence, female genital mutilation (FGM), child sexual exploitation (CSE) child

on child abuse and radicalization and violent extremism. Further details of the school's approach to these and other specific safeguarding issues are detailed further on in the policy.

5. Factors that may make a child more vulnerable:

5.1 Mental Health

All staff at MIGSG are 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, and that schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.

These could include:

- significant changes in behaviour,
- ongoing difficulty sleeping,
- withdrawing from social situations,
- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, education staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention. Schools and colleges should ensure that any interventions they offer are evidenced as safe and effective and appropriate for the need and phase of education.

If staff have a concern about a child's mental health that is also a safeguarding concern, they should follow their child protection policy and speak to their designated safeguarding lead or deputy. If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

5.2 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 calipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures

5.3 A Child Missing from Education

- All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.
- A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the procedures for dealing with children that go missing on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.
- We have in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and Forced marriages.
- The Designated Safeguarding Lead will inform the local authority through the school attendance officer of any student who is going to be deleted from the admission register where they:
 - a) have been taken out of school by their parents and are being educated outside the school system e.g. home education;
 - b) have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
 - c) have been certified by the medical professionals as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
 - d) are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
 - e) have been permanently excluded.
- Student attendance is monitored on a regularly basis and any patterns or discrepancies in a student's attendance, parents are contacted immediately by the attendance officer, head of year and the DSL is informed
- We monitor attendance carefully and address poor or irregular attendance without delay.
- We will always follow up with parents/carers when students are not at school. This means we need to have at least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.
- The local authority will be notified when a student is deleted from its register
- Under the above circumstances. This will be done as soon as the grounds for deletion are met, but no later than deleting the student name from the register.

In line with Keeping Children Safe in Education (2026) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for students who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take students off-roll when they:
 - leave school to be home educated
 - move away from the school's location
 - remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards); or
 - are permanently excluded

We will ensure that students who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a student leaves the school, we will record the name of the student new school and their expected start date.

We will inform the local authority of any student 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 (or in default of such agreement, at intervals determined by the Secretary of State).

See School's attendance policy

Further information can be found in 'Children missing education: statutory guidance for local authorities' – September 2025

5.4 Young Carers

At MIGSG students and parents are encouraged to declare if they are young carers. Staff should be alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

5.5 Safeguarding children with medical conditions

At MIGSG students with medical conditions are identified with an annual health questionnaire and are closely monitored with individual health plans and risk assessments. The fact that there has been an incident relating to the management of a child or young person's medical condition (including allergies) would not in and of itself warrant a referral to local safeguarding partners. A safeguarding referral would only be needed where an incident highlighted concern that the child or young person might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of

their medical condition. This might occur where relevant information about a child or young person's medical condition is not provided to a school, college or setting, or where they are repeatedly sent without essential medication, thereby putting the individual at risk.

5.6 Children who are lesbian, gay or bisexual

A child or young person being lesbian, gay, or bisexual is not in itself a risk factor for harm; however, they can sometimes be vulnerable to discriminatory bullying. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. Schools and colleges should consider how to address vulnerabilities such as the risk of bullying and take steps to prevent it, including putting appropriate sanctions in place.

At MIGSG we know that bullying has a detrimental impact on young people's mental health and their ability to thrive at school and college. Bullying can affect a child's attainment and wellbeing. We are clear that all forms of bullying, for whatever reason, are unacceptable. MIGSG takes a strong, proactive stand against all forms of bullying, and is proactive in taking steps to tackle bullying at the earliest opportunity to prevent it from escalating.

5.7 Children who are questioning their gender

In recent years, there has been a significant increase in the number of children who are questioning the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society. It is not for schools to initiate any action in this area; this guidance is focused on circumstances where a child or their parent has raised a request relating to social transition to which a school or college is responding. Schools should keep in mind that it is common for children to engage in activities that are less typically associated with their sex. For example, at primary school age, girls may play with trucks, or boys may dress in clothes that are perceived as feminine. Sometimes young children also go through a period of questioning their gender but for the majority this will not continue into adulthood, while a small proportion may continue to question their gender and this feeling may intensify into puberty. Schools should take time to understand the thoughts and feelings of children who are questioning their gender and should be appropriately professionally curious about the full range of the child's experiences. Schools should remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

When considering requests for support with social transition and making any active interventions in accommodating for social transitioning students the DSL will follow the guidance set out in KCSIE 2026.

If a gender-questioning child does not want to use the toilet, changing room or shower designated for their biological sex, the school will consider whether they can provide an alternative toilet, changing room or shower facility, without compromising the provision of single-sex facilities. These alternative arrangements should not compromise the safety, comfort, privacy or dignity of the child, or of any other children.

The circumstances of a case and/or the needs of a child may change over time. For example, it may become known that there are safeguarding issues that were not previously apparent (including where a young child is 'living in stealth' – see KCSIE 2026), or that a decision has placed an unsustainable pressure on a school or college's resources. In such cases, the school may need to review their original decision taking into account the factors set out above, including involving the child's parents or carers. In deciding whether to review a decision, the school will involve their designated safeguarding lead immediately.

5.8 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead will raise/progress concerns at the earliest opportunity. 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. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm. Local authority children's social care will be the lead agency for these children, and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

5.9 Temporary Accommodation

The Children's Wellbeing and Schools Act 2026 places a new duty on local housing authorities in England to notify educational institutions, health visiting services and general medical practices, when a child is placed in temporary accommodation. This notification should be made when consent has been given from the parent or those with parental responsibility or care of the child.

The notification will enable school and college staff to safeguard and promote the welfare of these children at the earliest opportunity and support them to improve their outcomes. Whilst any discussion with the local housing authority should be progressed as appropriate, this notification does not, and should not, replace existing safeguarding and welfare duties nor a referral into local authority children's social care where a child has been harmed or is at risk of harm.

5.10 Disciplining of vulnerable students

- *MIGSG* recognises that while all students have a right to be safe, some students may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence, abusing parents, etc.
- When the school is considering excluding, either fixed term or permanently, a vulnerable student and / or a student who is the subject of a child protection plan or where there is an existing child protection file, we will call a risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Trustees.

Part 2b: Further Risks to Safeguard Children and Young People

6. Child criminal exploitation (CCE) and child sexual exploitation (CSE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

As well as knowing how to respond to concerns, all staff should know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, staff should know that timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

6.1 Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals (particularly older children) and should be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them.

Some of the following can be indicators of CCE:

Children who appear with unexplained gifts or new possessions; • children who associate with other young people involved in exploitation; • children who suffer from changes in emotional well-being; • children who misuse drugs and alcohol; • children who go missing for periods of time or regularly come home late; and • children who regularly miss school or education or do not take part in education. It can include vehicle crime and threatening/committing serious violence. Children may become trapped as they or their families may be threatened with violence and they may be coerced or entrapped into debt or into carrying weapons. They may carry weapons as a form of protection.

Children involved in criminal exploitation need to be treated as victims themselves (particularly older children), even though they may commit crimes themselves. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

6.2 Child Sexual Exploitation

Child sexual exploitation is a form of child 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (*The statutory definition of Child Sexual Exploitation (CSE): Definition and guide for practitioners (DfE February 2017)*)

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. An organised network is characterised by two or more individuals (whether identified or not) who are known to (or associated with) one another and are known to be involved in or to facilitate the sexual exploitation of children. Being involved in the sexual exploitation of children includes introducing them to other individuals for the purpose of exploitation, trafficking a child for the purpose of sexual exploitation, taking payment for sexual activities with a child or allowing their property to be used for sexual activities with a child.

Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media.

CSE can be very difficult to identify. It involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised

crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Signs of possible child sexual exploitation: Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour. Young people who are being sexually exploited may be involved in, or be involved in abusive relationships, intimidated and fearful of certain people or situations; hang out with groups of older people, or anti-social groups, or with other vulnerable peers; associate with other young people involved in sexual exploitation; get involved in gangs, gang membership; have older boyfriends or girlfriends; spend time at places of concern, such as hotels or known brothels; not know where they are, because they have been moved around the country; go missing from home, care or education. They may also show additional signs of sexual abuse or grooming, such as:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends and girlfriends
- Suffering from sexually transmitted infections or become pregnant
- Suffering from changes in emotional well-being
- Misusing drugs and alcohol
- Going missing for periods of time or regularly come home late
- Regularly missing school or education or do not take part in education

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.
- More information can be found in:
- Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)
- Some children may not realise they've been exploited (e.g. they believe they're in a romantic relationship)

Although the above vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf

(Keeping Children Safe in Education September 2026)

7 Nudes and semi-nudes, including where generated by AI

7.1 For the purposes of this policy, the term 'making or sharing nudes and semi-nudes' refers to the creation, sending or posting of nude or semi-nude images by young people under the age of 18. The term 'images' includes all visual content, such as photographs, videos and livestreams.

The term 'nudes' is used because it is the most widely understood by young people and best captures the full range of image-sharing behaviours covered in this policy.

Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'.

The making or sharing of nudes and semi-nudes of under-18s is illegal, whether consensual or non-consensual.

7.2 90% of 16-24 year olds and 69% of 12-15 year olds own a smartphone, giving them the ability to quickly and easily create and share photos and videos.

7.3 At MIGSG incidents of making or sharing nudes and semi-nudes will be dealt by both the safeguarding and pastoral teams and if needed relevant discipline procedures as outlined in

the school behaviour policy. This is available from the school website or school office. When an incident of making or sharing nudes and semi-nudes comes to the school's attention;

- The incident should be referred to the DSL as soon as possible
- The DSL will hold an initial review meeting with appropriate school staff
- There will be subsequent interviews with the young people involved (if appropriate)
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

At any point in the process if there is a concern that a young person has been harmed or is at risk of harm, a referral will be made to Children's Services and/ or Police immediately.

An immediate referral to Police and/ or Children's Social Services will also be made if at this initial stage:

- The incident involved an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What is known about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the imagery is under 13
- There is reason to believe a young person is at immediate risk of harm because of the sharing of the imagery, e.g. the young person is presenting as suicidal or self harming.

If none of the above applies, then the school may decide to respond to the incident without involving the police or Children's Social Care. However, the school can choose to escalate the incident at any time if further information/concerns are disclosed later (UKCIS 2024).

7.4 Staff and parents or carers must not intentionally view any nudes and semi-nudes unless there is good and clear reason to do so as outlined in UKCIS 2024 (Section 2.10). Wherever possible, responses to incidents should be based on what DSLs (or equivalents) have been told about the content of the imagery.

The decision to view any imagery should be based on the professional judgement of the DSL (or equivalent) and should always comply with the child protection policy and procedures of the education setting, in line with the guidance outlined in UKCIS 2024 (Section 2.10). Imagery should never be viewed if the act of viewing will cause significant distress or harm to any child or young person involved.

8 Female Genital Mutilation

8.1 Female Genital Mutilation (FGM): FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Female genital mutilation refers to

procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

(Keeping Children Safe in Education September 2026)

8.2 Indicators of FGM

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already have taken place, can be found on pages 16-17 of the **Multi-Agency Practice Guideline**, and chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

8.3 Risk factors for FGM

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

8.4 Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

8.5 Indications that FGM may have already taken place

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

8.6 Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. **Where a teacher discovers that an act of FGM appears to have been**

carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

8.7 Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2018) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl aged under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should NOT be examining students, but the same definition of what is meant by “to discover that an act of FGM has been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

(KCSIE September 2026)

9 Forced Marriage

- 9.2** A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.
- 9.3** The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they’re bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.
- 9.4** Where it is felt that a student is a victim of forced marriage in any way, our schools safeguarding procedures will be followed.

10 Radicalisation

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

- 10.2** As part of the Counter Terrorism and Security Act 2015, schools have a duty to ‘prevent people being drawn into terrorism’. This has become known as the ‘Prevent Duty’. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern

Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

10.2 Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

10.3 Extremism is defined by the Government 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. (KCSIE 2026)

10.4 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.

10.5 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.

10.6 Students 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.

10.7 Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student 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 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 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 may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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.

10.8 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.

10.9 The school prevents strategy (see prevent policy and prevent audit) undertakes to:

- Risk assess the likelihood of students being drawn into terrorist organisations
- Work with parents and community leaders to protect children from being drawn towards violent extremism
- Provide appropriate workshop on the prevent strategy (WRAP) training for staff to raise awareness of how to identify children who may be at risk of radicalization and what can be done to support them
- Work in partnership with the MSP and local Prevent team to protect children who may be at risk of radicalization and what can be done to support them.
- Keep under review its IT policies to ensure that children are protected from online extremist material.
- Build its students resilience, not only through its PSHEE and other curricular provision, but also the its distinctive ethos and education, equipping them to question and challenge extremist ideologies.

- Ensure that visiting speakers are appropriately vetted and supervised. (See Visitor Policy)

10.10 Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are first assessed by police and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. Whilst the referral is being assessed, should any further or new information come to light, this should also be passed to police. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided. The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse, incidents that may indicate concerns about serious violence or harmful behaviours and/or details of those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Staff must be particularly vigilant and will report any concerns they have about radicalization and violent extremism to the DSL. The DSL will then make a referral to the relevant authorities in accordance with Greater Manchester Safeguarding Partnership guidance on Safeguarding.

11 Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration,
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children,
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,
- communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,
- the need for intimate care or that these children are isolated from others,
- that these children are more likely to be dependent on adults for care, and
- these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

At Manchester Islamic MIGSG School for Girls we identify students who might need more support to be kept safe or to keep them safe by:

Working with the SENco and the school pastoral team in identifying any concerns and working with relevant multi agencies including Early Help, Family Help, and MSP to safeguarding the student.

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

12 Honour - based violence

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

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

It is a mandatory duty upon all staff to ensure all concerns are reported promptly and adequately Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

13 Child-on-child abuse (including harassment and violence)

All staff should be alert to the risk of child on child abuse and understand their role in preventing, identifying and responding to it, and should not develop high thresholds before taking action. Staff should know that children are capable of abusing their peers; It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse should be taken as seriously as abuse by adults. All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.

13.1 What is child-on-child abuse?

For these purposes, child on child abuse is any form of abuse perpetrated by a child towards another child. It can take many different forms including, but not limited to, serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and gender-based violence.

These categories of abuse rarely take place in isolations and often indicate wider safeguarding concerns. For example, a teenage girl may be in a sexually exploitative relationship with a teenage boy who is himself being abused by a family member or by older

boys. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

Sexting can but does not always constitute abusive behaviour.

Child on child abuse can take many forms. This can include (but is not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying),
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents,
- abuse in intimate personal relationships between children (also known as teenage relationship abuse),
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
- physical assault and harm, or the threat of harm with a weapon,
- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.
- consensual and non-consensual making or sharing of nudes and seminudes, including those generated using AI.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals.

13.2 What role does gender play?

Child on child abuse often manifests itself differently for boys than it does for girls. For example, girls seem to be at greater risk of sexual assault and/or exploitation, whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence.

13.3 When does behaviour become abusive?

It can be difficult to distinguish between abusive behaviour which should be dealt with in accordance with the procedure set out below, and behaviour which does not constitute abuse, such as low-level bullying (where the school's anti-bullying policy should be followed) or age appropriate sexual experimentation.

Concerns of Child on child abuse should equally be reported to the DSL team. Like all safeguarding concerns if a child is in immediate danger or at risk of harm, a referral to Children's Social Care and /or police should be made immediately.

13.4 How does the school raise awareness of and reduce the risk of child on child abuse?

At MIGSG we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student
- involves sexual exploitation, sexual abuse or sexual harassment such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including sexting)

The school actively seeks to prevent all forms of child on child abuse by educating students and staff, challenging the attitudes that underlie such abuse, encouraging a culture of tolerance and respect amongst all members of the school community, and responding to all cases of child on child abuse and any cases of bullying (no matter how trivial) promptly and appropriately

Students are educated about the nature and prevalence of child on child abuse via PSHEE and safeguarding presentations made to students at the beginning of the year. They are told what to do if they witness or are victims of such abuse, the effect that it can have on the victims and the possible reasons for it, including vulnerability of the perpetrator. They are regularly informed about the school's approach to such issues, including its zero tolerance policy towards all forms of bullying and child on child abuse. Staff are trained on the nature, prevalence and effect of child on child abuse, and how to prevent, identify and respond to it.

There are new expectations that all staff should:

- Be aware that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face)
- Be aware that children can abuse their peers online through:
 - Abusive, harassing, and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography, to those who don't want to receive such content
- Recognise the indicators of peer-on-peer abuse, know how to identify it and respond to reports

- Recognise that peer-on-peer abuse may be taking place, even if not reported
- Understand their role in preventing it and responding to it if they believe a child may be at risk
- Understand the importance of challenging inappropriate behaviours between peers. If they don't, it can create an unsafe environment and lead to a culture that normalises abuse
- Abuse can take place inside and outside of school or online

13.5 Sharing nudes and semi-nudes (previously known as 'sexting')

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (March 2024).

14 Child-on-child sexual harassment and sexual violence

KCSIE 2026 Part 5 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges' sets out how schools and colleges should respond to reports of sexual violence and sexual harassment. In instances of child on child abuse where students are involved in harmful or abusive sexual behaviour the school will follow the Child-on-child sexual harassment and sexual violence guidance found in KCSIE 2026. This document is accessible on our website too. For staff it is available in the staff room and on the staff common drive.

14.1 Understanding harmful sexual behaviour (HSB), sexual harassment and sexual violence

The umbrella term 'harmful sexual behaviour' (HSB) is widely used in child protection and applies to behaviour occurring online, face-to-face, or both. HSB should always be considered within a child protection context. Children's sexual behaviour exists on a wide continuum¹⁴⁰, ranging from normal and developmentally expected to inappropriate, problematic, abusive or violent. Behaviour that is problematic, abusive or violent is developmentally inappropriate and may cause developmental damage. HSB can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children towards a single child or towards another group of children. HSB exists on a continuum and may escalate into sexual harassment or sexual violence, it can occur online or face-to-face (both physically and verbally) and is never acceptable. HSB can, in some cases, progress on a continuum. Early intervention in inappropriate behaviour such as misogyny can help to prevent escalation to more serious abuse such as sexual harassment and sexual violence. Children who display HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

Schools and colleges should be aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual harassment and sexual violence; that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment and in worst case scenarios, a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it,

- recognising, acknowledging, and understanding the scale of HSB, sexual harassment and sexual violence and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported,
- recognising the escalatory nature of misogyny and the benefits of early identification to support their approach to minimising the risk of HSB, sexual harassment and sexual violence,
- challenging behaviours, potentially criminal in nature, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them, and
- taking a safeguarding approach in response to all incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual. All such incidents require a safeguarding response, with a proportionate approach that considers the age, development, and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability.

14.2 Sexual Harassment

Sexual harassment refers to ‘unwanted conduct of a sexual nature’ which can occur both online and offline and inside and outside of school or college. In this context it specifically relates to child-on-child sexual harassment.

Such behaviour can:

- violate a child’s dignity,
- make them feel intimidated, degraded or humiliated, and
- create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, examples of sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothing or appearance and using sexualised names,
- sexual “jokes” or taunting,
- physical behaviour, such as deliberately brushing against someone, or interfering with someone’s clothes. Schools and colleges should assess when such behaviour crosses into sexual violence – it is important to talk to and consider the experience of the victim,
- displaying pictures, photos or drawings of a sexual nature, • upskirting (this is a criminal offence), and
- online sexual harassment, which may occur independently, or as a broader pattern of sexual harassment and/or sexual violence.

This may include:

- consensual and non-consensual making or sharing of nudes or seminudes.
- sharing of unwanted explicit content,
- sexualised online bullying,
- unwanted sexual comments and messages, including, on social media,
- sexual exploitation; coercion and threats, and
- coercing others into sharing images of themselves or performing acts they’re not comfortable with online.

It is important that schools and colleges consider sexual harassment in broad terms. If left unchallenged, it can foster a culture that normalises inappropriate behaviour and increases the risk of leading to sexual violence.

14.3 Sexual Violence

Schools and colleges should be aware that child-on-child sexual violence can and does occur, both inside and outside of school/college.

In this guidance, sexual violence refers to specific sexual offences under the Sexual Offences Act 2003¹⁴⁶ as described below:

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

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

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

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

What consent is: Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity, and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice:

- a child under the age of 13 can never consent to any sexual activity,
- the age of consent is 16, and
- sexual intercourse without consent is rape.

14.2 Responding to reports of HSB, sexual violence and sexual harassment

- Reports of HSB, sexual harassment and sexual violence are likely to be complex and may require swift, difficult professional decisions to be made. Decisions will be made by the school on a case-by-case basis, led by the designated safeguarding lead (or a

deputy) using their professional judgement, supported by external agencies, such as local authority children's social care and the police as needed.

- Children may struggle to verbally disclose abuse. Instead, they may show signs or behave in ways that signal distress, hoping that adults will notice and react. Disclosures may come indirectly, for example, through a friend, an overheard conversation that suggests a child has been harmed, or noticeable changes to a child's own behaviour which may indicate that something is wrong. Staff should act immediately on any concerns about a child's welfare, rather than wait to be told.
- In line with managing internally, the school or college may decide that the children involved do not require referral to statutory services but may benefit from other support. Universal services and community based Early Help play a crucial role in identifying emerging problems and providing support at an early stage. They are not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. This level of Early Help is provided through universal services and other voluntary and community services. This includes universal services such as education and health services, as well as support delivered through Best Start Family Hubs, youth services, after school clubs and housing provision. It is particularly important that the designated safeguarding lead (and their deputies) know what the local Early Help process is and how and where to access support.
- Some situations are, however, statutorily clear: a child under the age of 13 can never consent to sexual activity (the age of consent is 16); sexual intercourse without consent is rape (as defined in law); creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves.

14.3 The immediate response to a report of sexual violence or sexual harassment

- Staff should always discuss concerns about sexually harmful behaviour involving students with the DSL and **it is essential a written record is made** using CPOMS.
- It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside the school or college environment should be treated with equal seriousness. Victims should never be made to feel that they are causing a problem by reporting or ever be made to feel ashamed for coming forward. Staff should explain that the law exists to protect children and young people, not criminalise them, and should do so in such a way that is reassuring and avoids alarming or distressing them.
- Where an incident between two students takes place away from the school, the school's safeguarding duties remain the same.
- The school will take reasonable measures to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media.
- Schools should make a risk assessment in cases of a report of sexual violence, considering the victim, alleged perpetrator and other children at the school.
- Risk assessments should be kept under review. In cases of sexual violence a professional risk assessment by external specialists may be required, and should be used to inform the schools own risk assessment

- It is important that sexual violence and sexual harassment are shown to be unacceptable, and not passed off as 'banter' or 'part of growing up'
- While the facts are being established, schools should remove the alleged perpetrator from any classes shared with the victim, and consider how best to keep them a reasonable distance apart, in the best interests of both children.
- Schools should also consider carefully when to inform the alleged perpetrator and this may be discussed with relevant agencies.

14.4 There are four likely routes to consider when managing a report of sexual violence or sexual harassment

- Managing internally: in some cases of sexual harassment (such as one-off incidents) a school may manage the incident internally via the school's own pastoral support processes, including considering where doing so does not place the child at additional risk, whether the designated safeguarding lead (or a deputy) should inform parents or carers to further support the child's wellbeing,
- Universal services and community based Early Help assessment: this is particularly useful in addressing non-violent, harmful sexual behaviour and may prevent escalation;
- Referrals to Family Help – including targeted Early Help and local authority children's social care: in cases where there has been harm, or there is an immediate risk, a referral should be made to children's social care.
- Reporting to the police: In cases where rape, assault by penetration or sexual assault is reported the school will not wait for the outcome of a police investigation before protecting the victim, perpetrator and other children in the school. The DSL will work closely with the police to ensure that the school's actions do not jeopardise the police investigation. If a child is convicted or cautioned, the school will update the risk assessment and consider suitable action through their behaviour policy. N.B It is important for schools to ensure the victim and perpetrator remains protected, especially from bullying or harassment. Where no further action is taken, or a child found not guilty the school should continue to support the victim and perpetrator.

14.5 Safeguarding and Supporting the Victim and Alleged Perpetrator(s)

The following principles are based on effective safeguarding practice and should guide any decisions regarding safeguarding and supporting the victim:

- the needs and wishes of the victim should be paramount (along with protecting the child) in any response.
- consider the age and the developmental stage of the victim, the nature of the allegation(s) and the potential risk of further abuse.
- the victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report,
- consider the proportionality of the response. Support should be tailored on a case-by-case basis.
- schools should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children

and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC).

- it will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt.
- The school will provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

15 Domestic Abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

15.1 Definition

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. (The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/contents>)

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

15.2 Types of Domestic Abuse

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as

with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

15.3 Operation Encompass

Operation Encompass is an information-sharing scheme between the police and relevant education settings operating in all police forces across England and Wales. In November 2025, a new statutory duty was placed on the police to notify a child's education setting, and where relevant, local authorities, if they have reasonable grounds to believe a child may be a victim of domestic abuse. This includes all children connected to a household where they have attended a domestic abuse incident; children who are physically present at the incident, children not physically present during the incident, and situations where a child might reside in another household temporarily or permanently.

Operation Encompass does not replace statutory safeguarding procedures or referrals and applies solely to domestic abuse incidents. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. Forces and educational settings should have an open communication process to determine where a safeguarding referral should be made in accordance with local thresholds. If an officer makes a referral alongside issuing an Operation Encompass notification, they should tell the child's education setting. The duty applies to all children in education from reception (typically aged 4/5) up to the age of 17, and who are enrolled in registered primary and secondary schools, including independent schools, private schools, alternative provision settings (e.g., Pupil Referral Units), as well as further education colleges or 16 to 19 academies in England or Wales. Police forces must notify the local authority if the child is electively home educated or missing from education.

Operation Encompass notifications Operation Encompass involves the sharing of personal and sensitive information about children and families. It is vital that all participants comply with the data protection laws. Police forces and educational settings are responsible for deciding how and where information about incidents and notifications are made. They must ensure it remains confidential, is held securely, and adheres to the requirements of the data protection laws. Under the Sexual Offences (Amendment) Act 1992, anonymity for victims of sexual offences must be preserved.

The designated safeguarding lead is responsible for leading on all safeguarding and child protection matters within an educational setting. They are likely to be the Key Adult for Operation Encompass notifications and are responsible for making safeguarding referrals to appropriate agencies, maintaining up-to-date safeguarding policies and training, overseeing record-keeping, and liaising with families where appropriate. MIGSG is part of Operation Encompass; notifications will be emailed to Amina Suleiman the DSL.

The Operation Encompass charity provides an advice and helpline service for all staff members from education settings who may be concerned about children who have experienced domestic abuse. The helpline is available from 8:00 to 13:00, Monday to Friday on 0204 513 9990 (charged at local rate).

16 Community Based Early Help and Family Help

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

Staff who have concerns for the well-being of a student who may not necessarily reach the significant harm spectrum should inform the DSL who will put a plan in place with the school health and wellbeing lead and the pastoral team and contact the early health Hub.

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

- Identify children and families who would benefit from community based early help.
- to include children with: health conditions, a mental health need, a family member in prison or affected by parental offending, at risk of honour-based abuse such as female genital mutilation (FGM) or forced marriage, and persistent absence from education (including absences for part of the day)
- Undertake an assessment of the need for early help
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to improve significantly the outcomes for the child.
- you should now also be alert to any child who:
 - Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
 - Has a parent or carer in custody (previously it was in 'prison'), or is affected by parental offending
 - Is frequently missing/goes missing from education, home or care (the word 'education' has been added)

The MSP publishes a threshold document that includes:

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

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

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

17.2 Identifying children and families who would benefit from early help

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

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

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

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

The contact details for Early Help provision are:

South Early Help Hub – 01612341977

earlyhelpsouth@manchester.gov.uk

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It will involve the child and family as well as all the professionals who are working with them.
- The lead professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority Children's Services should set out the process for how this will happen.
- If parents/carers and/or the child do not consent to an early help assessment, then the lead professional will make a judgement as to whether, without help, the needs of

the child will escalate. If required, a referral into local authority Children's Social care may be necessary.

17.3 Referrals to Family Help – including targeted Early Help and local authority children's social care

Some children and families may require more targeted support than that offered at the universal and community based Early Help level. The Families First Partnership (FFP) Programme Guide provides a toolkit to assist safeguarding partners set up effective Family Help models to identify children and families who would benefit from more targeted support through Family Help. By Family Help, we mean both targeted early help and support and services delivered under s.17 of the Children Act 1989.

All staff should be prepared to identify children who may benefit from Family Help. Family Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

All staff should be aware of the process for community-based Family Help assessments:

- the criteria, including the level of need, for when a case should be referred to Family Help support and services provided at:
- Targeted early help level (under sections 10 and 11 of the Children Act 2004), and statutory services delivered under section 17 of the Children Act 1989 (children in need, including how this applies for disabled children)
- the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under Section 47 of the Children Act 1989 (reasonable cause to suspect a child is suffering or likely to suffer significant harm)
- Section 31 of the Children Act 1989 (care and supervision orders), and Section 20 of the Children Act 1989 (duty to accommodate a child)

17 Online Safety

18.1 Filtering and Monitoring

The use of technology can become a significant component of many safeguarding issues. The four main areas of risk (KCSIE 2026):

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories.

Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying, and

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

All staff receive training on the expectations at the beginning of the academic year and during staff induction, applicable roles and responsibilities in relation to filtering and monitoring. The designated safeguarding lead takes lead responsibility for understanding the filtering and monitoring systems and processes in place.

Systems are in place to ensure appropriate filtering and monitoring on school devices and school networks is taking place. Censornet monitors and filters appropriately and Impero ensures regular monitoring is taking place too.

The DSL works with school ICT manager to ensure adequate filtering and monitoring regime for online security. The DSL works with the ICT teacher on e-safety and ensuring significant monitoring and filtering procedures are in place. Regular reports are conducted to ensure filtering and monitoring take place.

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

This system aims to reduce the risk of children:

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

Staff will receive regular updated training on filtering and monitoring including an induction with newly appointed staff

Technology, and risks and harms related to it, evolve, and change rapidly. At MIGSG we carry out a termly review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks our children face. MIGSG review filtering and monitoring provision at least annually. The IT manager with the DSL ensures that the filtering and monitoring systems block harmful and inappropriate content without unreasonably impacting teaching and learning and regularly update each other. They also check that filtering is working appropriately on all internet connected devices in all relevant locations, and a record is kept of these checks.

The Trustee review the standards and discuss with IT manager Shujaat Hussain and service providers what more needs to be done to support schools and colleges in meeting this standard on a regular basis.

Further information can be found in the school e-safety policy.

At MIGSG we further manage this risk by:

- At MIGSG we have mobile-free school policy whereby mobile phones are collected at the start of the day and returned at the end. No mobile phone access is permitted

during the school day; pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime, in line with statutory guidance.

- Filtered and protected internet access via school technology.

17.2 Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crime continues to represent one of the most significant and rapidly evolving threats within the United Kingdom's (UK) crime landscape. Offences under the Computer Misuse Act 1990 (CMA) have risen substantially. Young people across the UK experiment with illegal online activity, often without understanding the legal or ethical implications. The impact of cybercrime extends well beyond immediate financial losses, with scope to cause disruption to national infrastructure.

Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded,
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), will consider referring into the Cyber Choices programme. This is a nationwide preventative police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyberdependent offences and divert them to a more positive use of their skills and interests.

17.3 Generative AI

The Department for Education (DfE) guidance: Generative artificial intelligence (AI) in education (2025) states that, if used safely, effectively and with the right infrastructure in place, AI can support every child and young person, regardless of their background, to achieve at school and college and develop the knowledge and skills they need for life.

Generative AI is one type of AI. It refers to technology that can be used to create new content based on large volumes of data that models have been trained on a variety of sources.

Safety should be the top priority when deciding whether to use generative AI in an education setting (DfE 2025).

Any use of generative AI by staff, students, and pupils should be carefully considered and assessed, evaluating the benefits and risks of use in its education setting.

The intended use should be specified and have clear benefits that outweigh the risks. Different considerations will apply depending on whether it is staff or pupils (especially those under 18) using AI tools.

All students and parents are required to sign the MIGS Digital and Social Media Charter that outlines the responsible use of AI in line with the policies and ethos of MIGSG.

18 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered

20 County Lines

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as ‘cuckooing’. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

How does it affect young people and vulnerable adults?

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
 - can affect any vulnerable adult over the age of 18 years;
 - can still be exploitation even if the activity appears consensual;
 - can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
 - can be perpetrated by individuals or groups, males or females, and young people or adults; and
 - is typified by some form of power imbalance in favour of those perpetrating the exploitation.
- Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

21 Serious Violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The designated safeguarding lead should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

Schools play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in committing violence (who may also be victims themselves). Staff should be alert to signs that a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Schools should also try to be alert to when children might be at highest risk around the school day (for example, immediately after school).

Early, evidence-based support for those considered at risk, as well as at critical points when concerns emerge, is vital. This includes access to trusted adults, social and emotional skill

support, and, where available, targeted interventions such as mentoring or therapeutic support (practical guidance on evidenced support is available from the Youth Endowment Fund (YEF) (the “what works” centre for preventing violence).

22 Channel

Always report any concerns to the school DSL

In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to MSP or the Police.

If you have concerns regarding a child or a family, please telephone the Manchester Contact Centre on 0161 234 5001 or email mcsreply@manchester.gov.uk Fax 0161 255 8266

A student going missing from the school is a potential indicator of abuse or neglect. The staff members should follow their procedures for dealing with students who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation.

Part 3: What school staff should do if they have concerns about a student

If staff members have concerns about a student, they should raise these with the school's designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to the relevant agency, but it is important to note that any staff member can refer their concerns directly using the contact details set out in Part 1 of this policy. Where a student and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there will be an inter-agency assessment. These assessments will identify what help the student and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

1. Action: quick reference guide for staff, Trustees and volunteers

All cases of suspected child abuse (physical, sexual, emotional or neglect) should be given the highest priority. The following sequence of actions should be adhered to:

RECEIVE

- If a student wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality, inform the student that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.
- Listen carefully to the student. Do not stop a student who is freely recalling information. Your role is to listen, not to investigate. This is very important.
- Where a student is visibly upset or has an obvious injury, it is good practice to ask a student why they are upset or how an injury was caused, or respond to a student wanting to talk to you to help clarify vague concerns and result in the right action being taken.
- **Where sexual abuse is suspected or alleged**, it is essential not to try to investigate the situation. It is also important to remember that it is the most difficult subject for children to discuss and in addition they may be afraid of the implications of 'telling' or may be under threat of reprisals.

Let the student know about confidential help-lines.

Child line	0800 11 11	www.childline.org.uk
NSPCC	0808 800 5000	
	0808 056 0566 (miniboom / deaf / hard of hearing)	

REASSURE

- Where a student feels able to disclose abuse, it is generally a sign of a strong and trusting relationship. Such a disclosure may, however, come as a great shock to the person concerned. Care must be taken to avoid showing this and to offer reassurance

to the student. Be aware of the importance of adopting a **supportive role**. Acknowledge how hard it was for the girl to tell you.

- Ensure that the student is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

REACT

- Do not prompt or ask questions which could later be interpreted as putting pressure on a girl.
- If you need to clarify information ask open-ended questions e.g. "Is there anything you'd like to tell me?", "Can you explain to me...", "Can you describe to me..."
- Never ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'
- Never ask 'accusing' questions e.g. "Why didn't you tell someone earlier?"
- Never criticise the alleged perpetrator, it may be someone that they will continue to live with.
- Never ask the student to repeat their disclosure for any other member of staff, it is your responsibility to share the information
- These four factors may compromise enquiries that need to be made later by children's social care or Police.

RECORD

- Make notes as soon as possible afterwards using the words that the student has used on CPOM
- If you are unable to access CPOM send an email to the DSL team ASAP or go and speak to them.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Draw a diagram on the body map to indicate the position of any injuries
- Sign any written records and identify your position in the school setting.
- Do not ask a child to write and account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or Police.
- The DSL must ensure that all safeguarding records are managed in accordance with the Education (Student Information) (England) Regulations 2005
- All disclosures should be reported on CPOM

All staff members should be able to access CPOMS:

1. <https://mihsg.cpoms.net>
2. Log on with school email and password (set by yourself)
3. Fill in an 'incident request' (tab) form and assign to Amina Suleiman, Jamila Kossar and Jacob Thornes
4. If facing any difficulty accessing CPOMs please contact JK, AS or JT

REFER

The member of staff, Trustee/volunteer should next always report the matter **immediately** with the appropriate DSL verbally, followed within 24 hours by a completed written account using the appropriate form. **No** copies should be retained by the member of staff or volunteer (please see **Annex 8** for information about confidentiality).

- A copy must be given in a sealed envelope to JK.
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the student. In the absence of anyone being available at the school, contact the MSP.

REFLECT

- Ask yourself if you have done everything you can within your role.
- Refer any remaining concerns to the designated teacher, e.g. any knowledge of siblings in the school, or previous contact with parents.
- Dealing with disclosures can be difficult and disturbing; you should seek support for yourself via the support within your school or an alternative source but be aware of principles of confidentiality
- If the student situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the student at some point.
- The reporting staff **MUST** now withdraw from the immediate process but should remain vigilant.

It is important for students to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes:

- ❖ Failing to act on and refer the early signs of abuse and neglect.
- ❖ Poor record keeping.
- ❖ Failing to listen to the views of the student.
- ❖ Failing to re-assess concerns when situations do not improve.
- ❖ Not sharing information with the right people within and between agencies.
- ❖ Sharing information too slowly.
- ❖ A lack of challenge to those who appear not to be taking action.

2. What the school staff should do if they have concerns about safeguarding practices within the school

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime in line with the school's whistleblowing policy. Such concerns must be raised with the Head Teacher or the Chair of Trustees if the concern is about the Head Teacher.

Where a staff member feels unable to raise the issue with the Head teacher or Chair of the Trustees, or feels that their genuine concerns are not being addressed, other channels are open to them (**see whistleblowing policy**).

The NSPCC Whistleblowing number is 0808 800 5000

Head teacher will make sure the school's policies and procedures, particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff.

3. What the school staff should do if they have concerns about another staff member including the DSL and the HT.

Please see Annex 5 Managing Allegations of Abuse Against Staff (including the DSL) and Volunteers.

If staff members have concerns about another staff member then this should be referred to the Head Teacher. Where there are concerns about the Head Teacher, this should be referred to the chair of the Trustees. Where there are concerns about the proprietor of an independent school, the member of staff should contact the local authority Designated Officer without delay (LADO – contact details can be found in Part 1 of this policy)

Part 4: THE DESIGNATED SAFEGUARDING LEADS

1. Responsibilities

The School Designated Safeguarding Leads are:

❖ Mrs Amina Suleiman (AS)	Designated Safeguarding Lead (DSL)
❖ Miss Jamila Kossar (JK)	Deputy DSL / Acting Headteacher
❖ Mr Jacob Thornes (JT)	Deputy DSL / Head of Humanities

Mrs Amina Suleiman has the overall lead responsibility and management oversight and accountability for child protection and, with the other two leads will be responsible for coordinating all safeguarding activities within the school. In ASs absence, JK will deputise. In the absence of AS and JK, JT will deputise.

The Designated Safeguarding Leads will take part in regular case monitoring reviews of vulnerable students. These reviews must be evidenced by minutes and recorded in case files.

When the school has concerns about a student, the Designated Safeguarding Leads will decide what steps should be taken. Options will then include:

- managing any support for the child internally via the school or college's own pastoral support processes, including considering where doing so does not place the child at additional risk, whether the designated safeguarding lead (or a deputy) should inform parents or carers to further support the child's wellbeing,
- undertaking a Family Help assessment,¹⁵ or
- making a referral to statutory services,¹⁶ for example as the child could be in need, is in need or is suffering, or likely to suffer harm.

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 student and / or family. An electronic record will be made of what information has been shared with whom, and when.

See Annex 14 for further information on confidentiality.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each student: the school will not keep family files. Files will be kept for at least the period during which the student is attending the school, and beyond that in line with current data legislation and guidance.

Parents will be aware of information held on their daughters and kept up to date regarding any concerns or developments by the appropriate members of staff.

The school will not disclose to a parent any information held on a student if this would put the student at risk of significant harm.

If a student moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school.

If sending by post student records will be sent by "Special/Recorded Delivery". For audit purposes a note of all student records transferred or received should be kept in either paper or electronic format. This will include the student name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a student is permanently excluded and moves to a Student Referral Unit, child protection records will be forwarded on to the relevant organisation.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.

In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case file.

See roles and responsibilities of Designated Lead **Annex 4**

The Acting Headteacher and the DSL should be aware of pupils who have a social worker and will have the responsibility to promote the education of children who have a social worker – The DSL will work with the pastoral team and teachers to ensure appropriate work is set and work with the social worker.

2. Follow-up by the Designated Safeguarding Lead

- The DSL will follow Manchester Safeguarding Partnership procedures in the appropriate manual.
- Initially, the DSL will consult the HT and confer about approaching Parents, the local Children's Services, Medical Services and the Police as appropriate. It is good practice to discuss concerns with the parents and where possible to seek agreement, but this will not be done if it would place the student at increased risk.
- If there is an injury and it is so serious that immediate medical treatment is required, the DSL will arrange for the student to be taken to hospital, usually accompanied by a first Aider. The parent(s) will be informed that this action has been taken.
- If a student attendance falls below 85% and parents have not provided a letter from a GP or other medical expert that the absence is due to valid medical reasons, the DSL will inform the student Local Education Authority.
- The DSL will make decisions on sharing information with other agencies and with parents based on professional Judgment, experience and training. The Head Teacher will normally be consulted before any external agencies are involved.
- The DSL is responsible for contacting external agencies on behalf of any student of the school. In her absence, the deputy DSL's will contact external agencies after liaison with the HT.
- Immediate contact with external agencies will often be made by the DSL by telephone, but this must be followed up by completing a Common Assessment Form within 24 hours of a disclosure or suspicion of abuse.

Child Protection Register for Manchester 0161 203 3232 (Mon to Fri) 0161 255 8250 outside office hours

Manchester Children Social Care

Children's Services Contact Centre 0161 255 8250

Manchester referrals may also be made on-line on

www.manchester.gov.uk/lssd/access/index.html

If a student is referred to the Children's Services team by the Senior Designated Person:

- The written referral should be acknowledged **within one working day**.
- If the DSL hears nothing within three days, the DSL should contact Children's Services again.
- An initial assessment should take place **within seven working days** that is seeing and speaking to the child (and family members, as appropriate.)
- If it seems necessary to the student welfare, the Senior Designated Person will pass on selected information to the Head of Year and the Form Tutor. This information will

be on a strictly “need to know” basis.

- It is essential that students who are known to be at risk, or about whom there has been concern in the past, are observed closely in school and that the DSL is alerted immediately to concerns. She will liaise with the appropriate Children’s Services office
- The DSL will notify Children’s Services if there is an unexplained absence of **more than two days** of a student who we know is on the Child Protection Register.
- It is the responsibility of the **Form Tutor** to alert the appropriate designated staff of such an absence.
- The DSL will store records written by all involved adults and will produce hand-written records of the observations, conversations, contact with external agencies and action taken at Stage three. All records will be stored electronically on the CPOM school system (Secure monitoring of child protection, safeguarding and wider student pastoral welfare for schools)
- Individual student records in Office are marked by a coloured dot if confidential information is stored elsewhere, by the DSL

3. Action by external agencies

Child Protection case conference and Core Group meetings

- The school will provide cover to enable the appropriate member of staff to attend a Child Protection case conference.
- Where possible, the school will also permit the DSL to accompany this member of staff.
- It will be the responsibility of the member of staff or DSL to bring back from the meeting information about how the School may be required to monitor the situation and support the student.
- If the student is placed on the local Child Protection Register, a Core Group will be agreed. The School will provide cover to enable the appropriate person to attend monthly Core Group meetings.

4. The Curriculum

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict. MIGSG has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by our behaviour policy and pastoral support system, as well as by a planned programme of evidence based PHSEE delivered regularly and reinforced throughout the whole curriculum.

The DSL is responsible for ensuring that all students at MIGSG are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognize when they are at risk and how to get help when they need it.

The DSL is responsible for ensuring that all students at MIGSG are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities (KCSIE 2026).

Students are given scenarios through various lessons, assemblies and form time activities, as well as posters around school to recognize when they are at risk and how to get help when they need it.

Relevant issues will be addressed through the PSHEE curriculum, for example:

- supporting children to develop the skills that form the building blocks of all positive relationships,
- healthy and respectful relationships,
- boundaries, consent and kindness in relationships,
- stereotyping, prejudice and equality,
- body confidence and self-esteem,
- how to recognise and report concerns about an abusive relationship, including coercive and controlling behaviour,
- the concepts of, and laws relating to all forms of sexual harassment, and abuse, and how to access support,
- what constitutes sexual harassment and sexual violence and why these are always unacceptable, emphasising that it is never the fault of the person experiencing it, and
- understanding online harms such as sharing images, the prevalence of deepfakes, pornography and misogynistic influencers and when and where to seek help.

Relevant issues will be addressed through other areas of the curriculum, for example, English, History, Art.

The DSL should help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

5. Involving Parents/Carers

In general, the DSL will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the student.

Parents / carers will be informed about our safeguarding policy through: *school prospectus, website, Essential information for parents.*

6. Contextual Safeguarding

- MIGSG is aware of the wider importance of environmental factors in a child's life that may be a threat to their safety and/or welfare. As referred to in the Working Together to Safeguard Children (2018); and in Keeping Children Safe in Education 2026. The school assesses the risks and issues in the wider community in order to consider the well-being and safety of its pupils.

Part 5: The Management of Safeguarding

1. The Role of Trustees

The Trustees are the accountable body for ensuring the safety of the school

- 1.2 The Nominated Trustee for child protection at the school is **Mr Farookh Zaheer**, the Chairman of the Trustees. The Nominated Trustee is responsible for liaising with the Head Teacher and Designated Safeguarding Leads over all matters regarding child protection issues.
- 1.3 The Nominated Trustee will liaise with the Head Teacher and the Designated Safeguarding Leads to produce an annual report for Trustees.

1.4 The Trustees will ensure that:

- There is an effective child protection policy in place together with a staff code of conduct.
- The school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children March 2026
- A member of the Trustees, the Chair, is nominated to be the Safeguarding liaising Officer
- The Chair liaises with the designated officer(s) from the MSP in the event of allegations of abuse made against the Head Teacher or a member of Trustees.
- A designated safeguarding lead from the School Leadership team is appointed. The role should be explicit in the role-holder's job description which describes the broad areas of responsibility. This person will have the appropriate authority and be given the time, funding, training, resources and support to carry out their role effectively.
- The designated safeguarding lead should liaise with the MSP and work with other agencies in line with *Working Together to Safeguard Children 2026* and there should always be cover for this role.
- The Designated Safeguarding Lead attends appropriate refresher training every two year, and the Head Teacher and all other staff and volunteers who work with students undertake training at least every three years with yearly training updates.
- Students are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This would include covering relevant issues through personal, social health and economic education (PSHEE)
- The school operates "safer recruitment" to prevent people who pose a risk of harm from working with children, by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required, and ensuring volunteers are DBS checked

and appropriately supervised. The Trustees will ensure that least one person on any appointment panel has undertaken safer recruitment training.

- There are procedures in place to handle allegations against members of staff and volunteers. Such allegations would be referred to the designated officer(s) at the MSP. There are also procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**
- There are procedures in place to handle allegations against other students.
See **Annex 5**
- Student(s) wishes and feelings are taken into account when determining what action to take and what services to provide to protect them through ensuring there are systems in place for them to then express their views and give feedback. Trustees will also ensure that staff members do not agree confidentiality and always act in the interests of the student.
- There are in place appropriate safeguarding responses to students who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.
- They review the schools' safeguarding policies and procedures annually and as and when the need arises.
- Trustee's will facilitate a whole school or college approach to safeguarding. Safeguarding and child protection to be "at the forefront" and underpin all relevant aspects of process and policy development
- Trustee should ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some children with SEND

2. A Safer School Culture

2.1 Equality Act 2010

According to the Equality Act schools must not unlawfully discriminate against pupils, students or staff because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

2.2 Safer Recruitment and Selection

- a. The school pays full regard to 'Keeping Children Safe in Education 2026' when recruiting staff.

- b. Staff who have been short listed for an interview will be informed that online searches may be done as part of pre-recruitment checks.
- c. The Crime and Policing Act 2026 made changes to regulated activity, meaning that any person volunteering in a school or college in a role that involves teaching, training, instructing or supervising children frequently or on more than 3 days in a 30-day period or overnight is now in regulated activity. Where this applies, schools should obtain an enhanced DBS check with children's barred list information.

See Safer recruitment policy for more details

3. Safeguarding Students who are Vulnerable to Extremism

3.1 MIGSG 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. **See Prevent Policy.**

3.2 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this is the Senior Designated Safeguarding Lead. The SPOC for MIGSG is Amina Suleiman.

3.3 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC who is also the Senior Designated Safeguarding Lead.

4. Safeguarding Students who are Missing from Education, Vulnerable to Exploitation, Forced Marriage and Female Genital Mutilation.

4.1 Our school complies with KCSIE September 2026.

5. Work experience

5.1 When organising work experience placements MIGSG engage with an external company to ensure that placement providers have policies and procedures in place to protect children from harm.

5.2 If the person providing the teaching, training, instruction or care or supervision to the child on a work experience placement or activity will be doing so frequently or for more than three days in a 30-day period, or overnight, this is a regulated activity. Someone on the barred list must not take part in regulated activity.

6. Allegations

6.1 Low Level Concerns about staff behaviour

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, trainee teacher, other staff, volunteers or contractors

At MIGSG we recognise the possibility that adults working in the school may harm children, including trustees, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the Acting Headteacher without delay; any concerns about the Acting Headteacher should go to the Chair of Trustees who can be contacted (details outlined in Part 1 of this policy).

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Acting Headteacher/principal.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The Acting Headteacher/principal has to consider whether an onward referral to the LADO is required, and whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

5.2 Allegations

It is an allegation if the person* has:

including supply teachers, volunteers and contractors has:

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

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

5.3 Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;

- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- Using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the Acting Headteacher/principal should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again

MIGSG School Counsellor

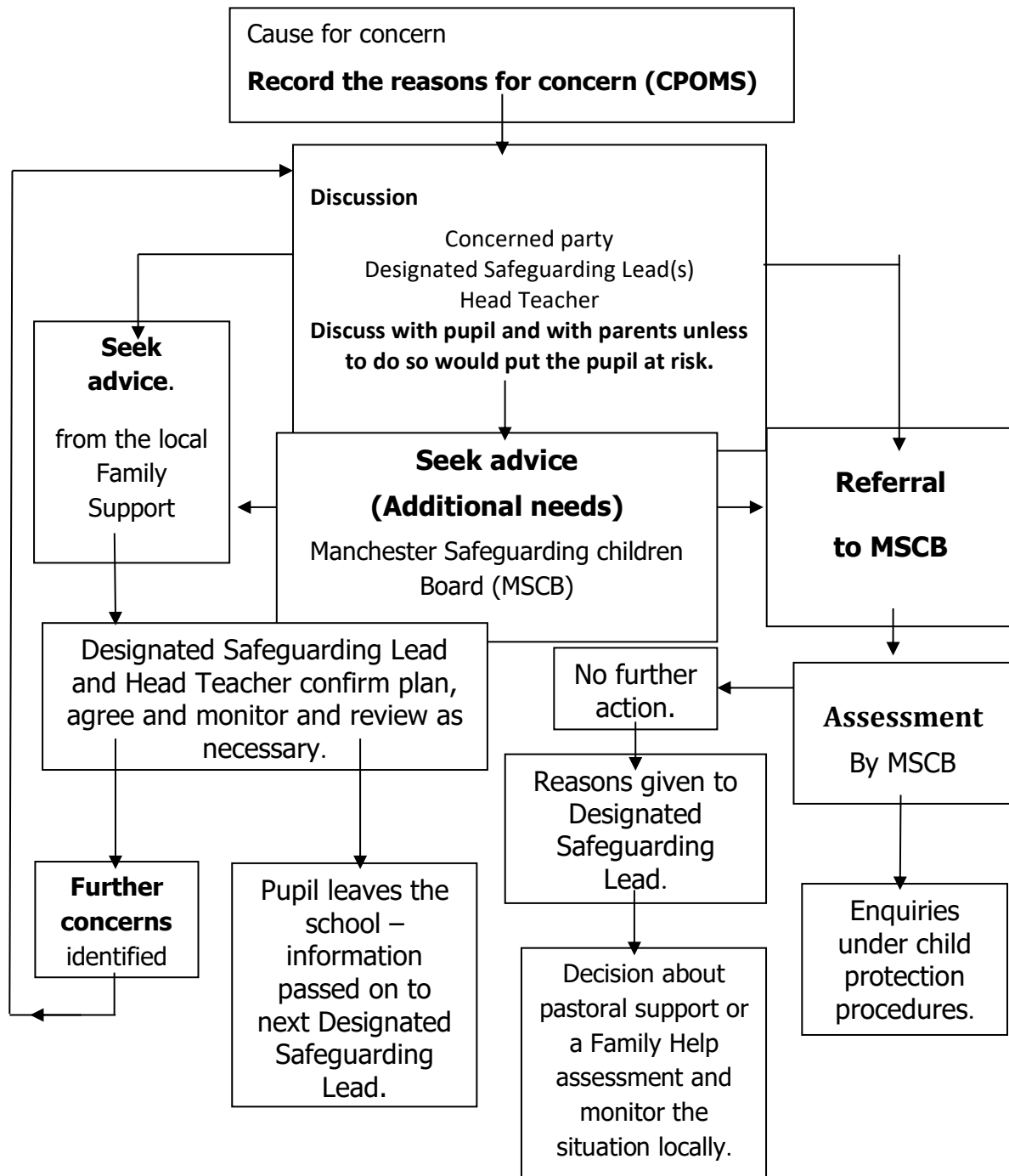
School Counsellor - Mrs
Madiha Ashraf

Will be working on Mondays
on a weekly basis. Students
can refer themselves or be
referred to by any member of
staff, parents or their head of
year.

**See separate Schools
Counsellor Policy.**



Mrs Ashraf

Annex 1**THE KEY PROCEDURES****RESPONDING TO CONCERNS ABOUT A STUDENT**

Annex 2

The role and broad areas of responsibility of the Designated Safeguarding Lead are:

Managing referrals

- Refer all cases of suspected abuse to the MSP and
- The designated officer(s) for child protection concerns (all cases which concern a staff member),
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Head Teacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- The designated safeguarding leads should receive appropriate training carried out every **two years** but updated annually (In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role) in order to:
 - ❖ Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - ❖ Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
 - ❖ Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
 - ❖ Be alert to the specific needs of children in need, those with special educational needs and young carers.
 - ❖ Be able to keep detailed, accurate, secure written records of concerns and referrals.
 - ❖ Obtain access to resources and attend any relevant or refresher training courses.

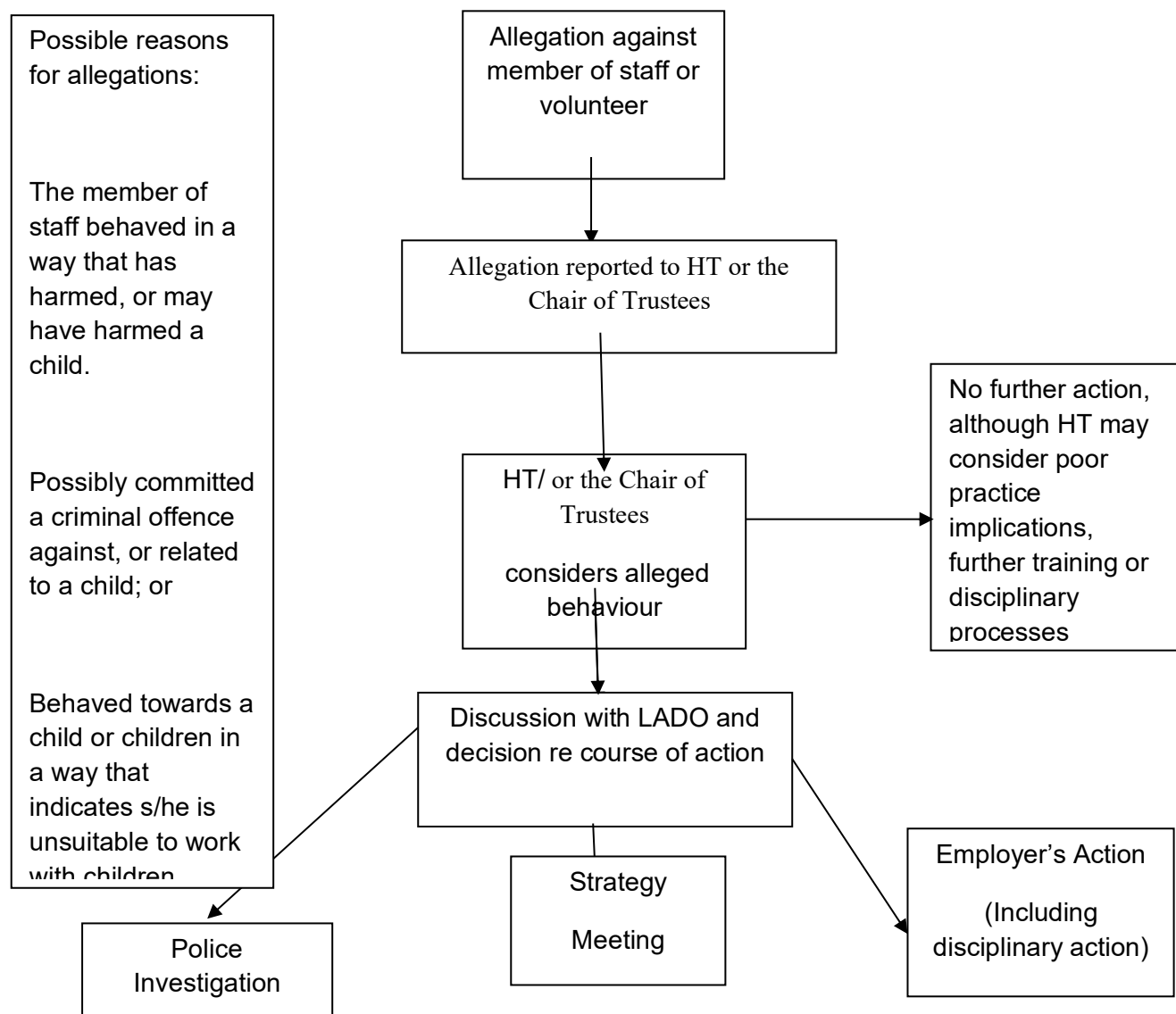
- ❖ Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- ❖ Refer cases of suspected abuse to the local authority children's social care as required
- ❖ Support staff who make referrals to local authority
- ❖ Refer cases to the channel programme where there is a radicalisation concern as required.

Raising Awareness

- The Senior Designated Safeguarding Lead (**JK**) should ensure the school policies are known and used appropriately:
 - ❖ Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
 - ❖ Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
 - ❖ Link with the MSP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
 - ❖ Where students leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.

ANNEX 3**Managing allegations of abuse against staff, (including the DSL) and Volunteers**

Any person who receives or wishes to make an allegation about a member of staff, trainee teacher, volunteers or any persons outside the school by a student, parent or another staff member, must report the matter immediately to the HT or the Chair of Trustees if the allegation is against the HT. The HT / Chair of Trustees will then follow the procedures set out in the flow chart below.



Allegations against a teacher or a member of staff who is no longer teaching at the school will be referred to the police.

Annex 4

Managing allegations against other students

Introduction

At MIGSG, we believe that students have a right to attend school and learn in a safe environment. Students should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Safeguarding allegations: -

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation: -

- ❖ Is made against an older student and refers to their behaviour towards a younger student
- or a more vulnerable student.
- ❖ Is of a serious nature, possibly including a criminal offence.
- ❖ Raises risk factors for other students in the school.
- ❖ Indicates that other students may have been affected by this student.
- ❖ Indicates that young people outside the school may be affected by this student.

Examples of safeguarding issues against a student could include:

Physical Abuse

- ❖ Violence, particularly pre-planned
- ❖ Forcing others to use drugs or alcohol

Emotional Abuse

- ❖ Blackmail or extortion
- ❖ Threats and intimidation

Sexual Abuse

- ❖ Indecent exposure, indecent touching or serious sexual assaults
- ❖ Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- ❖ Encouraging other students to attend inappropriate parties
- ❖ Photographing or videoing other students performing indecent acts.

In areas where gangs are prevalent, older students may attempt to recruit younger students using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards students from other students:-

These students will need an individual risk management plan to ensure that other students are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do:-

When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern:

- ❖ the Designated Safeguarding Lead (DSL) should be informed
- ❖ A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- ❖ All records to be kept electronically on CPOM (Secure monitoring of child protection, safeguarding and wider student pastoral welfare for schools)
- ❖ The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person.
- ❖ The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.
- ❖ The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both students' files.
- ❖ If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).
- ❖ The student being complained about will be excluded for a period of time according to the school's behaviour policy and procedures.
- ❖ Where neither social services nor the police accept the complaint, a thorough school investigation will take place into the matter using the school's usual disciplinary procedures.
- ❖ In situations where the school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative, supervision plan.
- ❖ The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

After the case

No matter what the outcome is of an allegation of abuse against another student, the school will review the case to see if there are any improvements that can be made in its practice or policy that may help to prevent similar cases in the future.

Policy Review

This policy will be reviewed annually by the Head Teacher and the board of trustees and confirmed by Zaheer Farroukh (Chair of Trustees)

Annex 5

Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers at school

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a student or young person in our school, you must share this information immediately with our Designated Safeguarding Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from RECEPTION OR DSL Amina Suleiman. Please ensure you complete all sections as described in Annex 12 or 13 as appropriate.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a student foster carer or a volunteer should be reported immediately to the Acting Headteacher. If an allegation is made about the Acting Headteacher, you should pass this information to the Chair of the Trustees, Mr Farookh Zaheer, 0161 860 7575.

Alternatively, you can contact the Local Authority Designated Officer Jackie Shaw/ Majella O'Hagan tel: 0161 234 1214.

Senior Designated Safeguarding Lead Mrs A Suleiman a.suleiman@migsg.miet.uk
If you are unable to contact DSL contact Miss J Kossar contact: j.kossar@migsg.miet.uk
or Mr J Thornes j.thornes@migsg.miet.uk

Annex 6

Issues of Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, (including the MSP), must always however, have regard to both common and statutory law.

Normally personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case and legal advice should be sought if in doubt.

The case manager will take advice from the LADO, police and children's social care services to agree the following:

- Who needs to know and, importantly, exactly what information can be shared;
- How to manage speculation, leaks and gossip;
- What, if any information can be reasonably given to the wider community to reduce speculation; and how to manage press interest if and when it should arise.

Information sharing

The Children Act 2004 section 16LA, inserted by the Children's Wellbeing and Schools Act 2026, says that information sharing is a legal duty. Where schools hold information relevant to safeguarding or promoting a child's welfare, and sharing it may help another agency covered by the duty to take action, they must share it.

Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place and understood that set out clearly the processes and principles for sharing information within the school or college and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required. School and college staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

When deciding what information to share, schools and colleges should consider:

- the relevancy of the information, including to the current safeguarding risk,

- what is necessary for the receiving setting to know, and
- whether it is clearly presented and appropriately contextualised.

Professional judgement should be used to ensure that the information shared is focused and proportionate. This may include summarising or omitting information which is not necessary for safeguarding purposes. But care should be taken not to omit information where it may be relevant to understanding or managing safeguarding risk. This is further supported by the new information sharing duty, which is intended to give staff greater confidence to share information appropriately and in a timely way to safeguard children.

Where information indicates a risk to others and/or the individual pupil, for example where a pupil has previously carried, threatened with, or used a knife or weapon, it is incumbent on the receiving school to assess risk, and accordingly, put in place a safety and support plan for when the child arrives. It would be good practice for a conversation to take place between the designated safeguarding leads at both settings, where there are issues or concerns.

Annex 7

Use of school or college premises for non-school/college activities

The MIET trust will ensure appropriate safeguarding procedures are in place for any organisations, groups or community groups that book the premises for external use. The school safeguarding procedures will be outlined to them and that any concerns will be reported to the LADO

The Trustee will seek assurance that any bookings concerned have appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college. The trustee will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place (September 2023)

The trust office will work with the school DSL team to ensure this is checked before any bookings.

Annex 8

Contractors working on the premises

A safeguarding risk assessment policy has been created by the contractors and sent to the MIGSG Trustees

Refurbishments will be carried out on the ground floor and first floor where Manchester Muslim Preparatory School will be residing. These refurbishments will be carried out alongside MIGSG settling in same building but using different floors.

Students will be supervised at all times by members of staff and there should be no reason for contractors and students to mix throughout the school day

Contractors will have a separate entrance to the students and will be signing in and out with visible identification.

A signed code of conduct highlighting safeguarding procedures to be signed by each member of the contractor's staff working on the school to confirm that they have read and fully understood the document and the procedures. These will be kept by the school trust office and the DSL team.

An allocated staff member/Trust member to deal with contractors and any concerns.

Any safeguarding concerns will need to be reported to the school DSL team immediately.

Professional Conduct

Staff are required to adopt a professional demeanor and cultivate professional relationships with students at all times. Staff are required to abide by the detailed guidance contained within the Code of Conduct for Staff, in particular that:

- You should only communicate with students via school email or school telephone, not personal email or telephone
- You should not communicate with students via your own personal mobile phone, or have student contact details stored on your phone.
- You should not communicate with students via social networking sites and messaging systems, and should manage your privacy settings on such sites to prevent students from accessing private information on them.

Photograph Policy

Publishing images and videos online

- In line with the school policy, written permission from parents or carers will always be obtained before images/videos of students are electronically published. Ensure that photographs are only taken of pupils whose parents have given written authorisation and are in line with the school code of dress at all times. Some students are allowed to have their photo taken but it not to be posted on school social media. The list of pupils can be obtained from the office or from staff common drive.
- Photographs for any school activities in or outside of school should only be taken by a designated teacher authorised by the DSL team.
- School phone or tablet should be the only medium for taking photographs.
- Never have any student photos on your personal phone.
- During school activities, only members of staff who are authorised to take photographs on that day may do so with school phone/tablets.

Signs and Symptoms of Abuse

What to look out for:

Physical Abuse

Unexpected burns, cuts, bruises or welts
Bite marks, swollen and tender limbs
Antisocial behaviour
Problems at school
Fear of adults

Sexual Abuse

Inappropriate interest or knowledge of sexual acts.
Nightmares and bed wetting/soiling
Drastic change in appetite or behaviour.
Over-compliance or excessive aggression
Fear of a particular person or family member

Neglect Abuse

Unsuitable clothing for the weather
Extreme hunger
Dirty or un-bathed
Lack of apparent supervision

Emotional Abuse

Depression
Hostility or stress
Eating disorders
Apathy or hopelessness

Signs and Symptoms of Abuse

- Protecting children from maltreatment; including abuse and neglect
- Preventing impairment of children's mental and physical 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 outcomes.



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SAFEGUARDING FOR STAFF AT MIGSG

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

At Manchester Islamic Grammar School for Girls we are committed to safeguarding and promoting the welfare of all students, in line with the duty placed on us by section 175 of the Education Act 2002, and Keeping Children Safe in Education 2026.

We strongly believe that all students have the right to feel safe and to be protected from physical, sexual or emotional abuse and neglect. Our aim is to know every pupil as an individual and to provide a secure and caring environment so that students can learn in safety.

Safeguarding and promoting the welfare of students is everyone's responsibility. All members of staff are required to be vigilant for students in need of further support or who may be at risk of harm, and to report these concerns in accordance with statutory guidance and the school safeguarding policy. This leaflet provides an overview for staff.

YOUR SAFEGUARDING TEAM AT MIGSG



We are here to listen, support and help
keep you safe and well.



Mrs A Suleiman

Designated
Safeguarding Lead
Acting Assistant Head



Ms J Kossar

Deputy Designated
Safeguarding Lead
Acting Headteacher



Mr J Thornes

Deputy Designated
Safeguarding Lead
Head of Humanities

Your Designated Safeguarding Team

In our school the designated safeguarding lead is **Mrs Amina Suleiman**.

In her absence the role is fulfilled by **Mr J Thornes and Miss J Kossar**.

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

Mr Zaheer' Farroukh,
the chairman of Trustees
with responsibility of safeguarding.



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

There is a specific safeguarding display board for staff in the work room for updates and details.

All members of staff are required to read and understand the following documents:

- **Keeping Children Safe in Education (KCSIE): Part 1 – September 2026, along with Annex A.**
- **The School's Safeguarding Policy.**
- **The School's Code of Conduct for Staff.**

What to do if you have a concern?

A concern may arise from an observation or a disclosure may have been made to you regarding the welfare of a student. You should follow the school safeguarding protocol and immediately report to the DSL team on the online recording system CPOMS and an email notifying the DSL member of the concern. If you are unsure you can speak to one of the DSL team.

How does CPOMS work?

Go to:

1. **<https://mihsg.cpoms.net>**
2. Log on with school email and password (set by yourself by clicking 'forgotten password')
3. Fill in an 'incident request' form (top tab) and alert the Safeguarding Team
4. If facing any difficulty please contact JT, AS or JK

What to do if a student discloses that she is being harmed

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

If a student informs you that she is being harmed or is at risk of harm, follow the guidelines below:

- Give the student time and listen carefully
- Do NOT promise confidentiality
- Do not investigate
- If you need to ask questions make sure they are 'open' and not 'leading'
- Afterwards, do not return the pupil to normal school routine. Take them to a place of safety such as the DSL office or the pupil waiting room near the school office.
- Report the disclosure immediately to the DSL via CPOMS and email.
- Remember if none of the above is available and the student is in immediate danger or at risk of harm, you must report the matter to children's social service and / or the police yourself.
- Make notes about the disclosure as soon as possible. Record the student's exact words insofar as you remember them. If you wish to note your own opinions, or any other observations, clearly separate these from your record of what the pupil said.

In exceptional circumstances, such as an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to MSP. If you have concerns regarding a child or a family, please telephone the Manchester Contact Centre on **0161 234 5001** or email **mcsreply@manchester.gov.uk** Fax **0161 255 8266**. Anyone is allowed to make a referral to the safeguarding board. If a student is in immediate danger police should be called. You must inform the DSL as soon as possible that you have done so.

What to do if you have concerns about a member of staff

If you have concerns about a member of staff (or volunteer) in relation to the safeguarding of students, these must be reported to the Head Teacher. If your concerns are about the Head Teacher, these must be reported to the Chair of Trustees (whose details are available from the school office)

You have a statutory obligation to report a member of staff where he/she has:

- Behaved in a way which has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that

What to do if you believe that a safeguarding concern has not been dealt with properly

indicates that he/she would pose a risk of harm to children.

-

If you believe that a concern you have reported has not been dealt with properly, speak to the DSL about your concerns.

If you continue to believe that the school is not executing its safeguarding responsibilities, refer to the School's Whistleblowing Policy or KCSIE (2026) for guidance.

Alternatively, you can contact the Local Authority Designated Officer Jackie Shaw tel: 0161 234 1214.

The most important thing is that if you are not sure

