Safeguarding & Child Protection 2026

At HKKGS

Approved By	**Trustees**
Reviewed	**September 2026**
Next Review	**September 2027**

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1. Safeguarding Policy Statement

A whole-school, child-centred approach underpins all aspects of life at Hazrat Khadijatul Kubra Girls' School. We are committed to creating a culture in which children feel safe, valued, respected and supported to achieve their full potential. We actively promote an environment where pupils are encouraged to share their views, wishes and feelings, knowing that they will be listened to, taken seriously and supported appropriately.

We believe that every child has the right to learn, develop and thrive within a safe, inclusive and nurturing environment. Safeguarding is embedded throughout the school's ethos, curriculum, policies, procedures and day-to-day practice and remains at the heart of all decision-making.

We want pupils, staff, parents, carers, governors and trustees to have confidence in the school's safeguarding arrangements and to understand that safeguarding and promoting the welfare of children is everyone's responsibility. Effective safeguarding requires a coordinated, child-centred and multi-agency approach in which the needs, welfare and best interests of the child remain paramount at all times.

Consistent with statutory safeguarding guidance, we recognise that every child is unique and that children's experiences, views, wishes and feelings must be carefully considered when making decisions about their welfare, safety and wellbeing. We are committed to ensuring that children are seen, heard, understood and protected, and that they know how and where to seek help if they are worried about themselves or another child.

In line with the safeguarding responsibilities set out in the **Children Act 1989 and the Children Act 2004, Keeping Children Safe in Education 2026** and Working Together to Safeguard Children, the school is committed to providing help and support as soon as problems emerge; protecting children from maltreatment within or outside the home, including online; preventing impairment of children's mental and physical health or development; supporting circumstances consistent with safe and effective care; and taking timely and appropriate action to enable all children to have the best outcomes.

We recognise that children are generally best cared for within their families and that parents and carers play a fundamental role in supporting children's safety, welfare and development. Wherever it is safe and appropriate to do so, the school will work collaboratively and constructively with parents and carers to secure the best possible outcomes for children.

The school is committed to working in partnership with families, Birmingham City Council, Birmingham Children's Trust, the Birmingham Safeguarding Children Partnership, health services, the police and other relevant agencies to identify needs, provide support and reduce risk. Our approach is informed by Birmingham's Right Help, Right Time framework and local multi-agency safeguarding procedures. We recognise that support may include universal services, community-based Early Help, targeted early help delivered through Family Help and, where the relevant thresholds are met, statutory services provided by the appropriate agencies under **sections 17, 20, 31 and 47 of the Children Act 1989**. Early intervention and coordinated multi-agency working are central to ensuring that children receive the right help at the right time.

We actively promote equality, inclusion and respect for diversity and recognise that discrimination, racism, faith-based prejudice, misogyny, harassment, hate incidents and other forms of prejudice-based harm can have a significant impact on children's welfare, emotional wellbeing and life chances. Such concerns will always be taken seriously and responded to through appropriate safeguarding, behavioural and pastoral procedures.

Safeguarding concerns may arise both within and beyond the school environment, including online. Staff are expected to maintain an attitude of **"it could happen here"** and to remain professionally curious, vigilant and responsive to indicators that a child may be at risk of abuse, neglect, exploitation or other safeguarding harms.

While the school seeks to work openly and transparently with families wherever possible, the welfare of the child will always be our paramount consideration. Where there are concerns that a child is suffering, or is likely to suffer, significant harm, the school will fulfil its statutory safeguarding responsibilities and share information with relevant agencies without consent where necessary in order to protect and promote the welfare of the child.

This policy sets out the school's safeguarding and child protection responsibilities and provides a framework for promoting the welfare of children, identifying and responding to safeguarding concerns, and ensuring that appropriate action is taken to protect children from harm. It outlines the responsibilities of all staff, volunteers, governors and trustees, together with the specific duties of the **Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Leads (DDSLs)** and school leaders in ensuring that every child remains safe, supported and able to achieve their full potential both within and beyond the school environment.

Our Safeguarding Commitment

Hazrat Khadijatul Kubra Girls' School is committed to:

- Maintaining a strong culture of safeguarding in which children's welfare is paramount.
- Ensuring that every child feels safe, respected, valued and listened to.
- Acting promptly and effectively where concerns arise.
- Promoting positive mental health, wellbeing and resilience.
- Supporting children to understand risks and stay safe, including online.
- Working in partnership with parents, carers and safeguarding agencies.
- Providing early help and intervention wherever possible.
- Promoting equality, diversity, inclusion and anti-discriminatory practice.
- Safeguarding children from all forms of abuse, neglect, exploitation and harm.
- Ensuring that safeguarding responsibilities are understood and fulfilled by all members of the school community.

2. Important Safeguarding Contacts

School's In-House Contacts

Organisation / Role	Name	Contact details
Designated Safeguarding Lead (DSL)	**Mrs Nida Ellahi** **Head Teacher**	Full Time & Term Time 01217737496 07913355226
Deputy Designated Safeguarding Lead (DDSL)	**Faria Chughtai** **Deputy Head Teacher**	Part-time (4 Days) 01217737496
Deputy Designated Safeguarding Lead (DDSL)	**Zainab Patel** **Pastoral Lead**	Part time
Designated Teacher for Children in Care (DT for Children in Care)	**Nida Ellahi**	01217737496
Special Educational Needs Coordinator (SENCO)	**N/A**	
Mental Health Lead	**Zainab Patel**	
DSL Prevent Lead	**Faria Chughtai**	
Chair of Trustees	**Abdurahman Rob**	
Vice Chair of Governors	**Shamsu Miah**	
Link Safeguarding Governor	**Habib Ullah ML**	

Non School Contacts

Organisation / Role	Name	Contact details
Local Authority Designated Officer (LADO)	Duty LADO	Tel: 0121 675 1669 Email:ladoteam@birminghamchildrenstrust.co.uk
Birmingham Children's Trust	Children's Advice and Support	**Monday to Thursday: 8:45am to 5:15pm:** • Friday: 8:45am to 4:15pm

	Service (CASS)	• Telephone: 0121 303 1888 **CASS emergency out-of-hours:** • Telephone: 0121 675 4806
Early Help		Early Help Support Team: Telephone: 0121 303 8117 or contact your Early Help District teams
NSPCC Helpline	N/A	Call: 0808 800 5000 Email help@NSPCC.org.uk.
Police	N/A	Emergency 999. Non-emergency 101

This policy has been written with regard to the follow key documentation as listed below:

Key Documentation (including hyperlinks)
Keeping Children Safe in Education: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Working Together to Safeguard Children https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
Education Act 2002 (Section 175) https://www.legislation.gov.uk/ukpga/2002/32/section/175
Education (Independent School Standards) Regulations 2014 https://www.legislation.gov.uk/uksi/2009/2680/contents/made
Governance Handbook https://www.gov.uk/government/publications/governance-handbook
Children Act 1989 https://www.legislation.gov.uk/ukpga/1989/41
Children Act 2004 https://www.legislation.gov.uk/ukpga/2004/31
Female Genital Mutilation Act 2003 https://www.legislation.gov.uk/ukpga/2003/31
Serious Crime Act 2015 https://www.legislation.gov.uk/ukpga/2015/9
Multi-Agency Statutory Guidance on Female Genital Mutilation https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation
Safeguarding Vulnerable Groups Act 2006 https://www.legislation.gov.uk/ukpga/2006/47
Rehabilitation of Offenders Act 1974 https://www.legislation.gov.uk/ukpga/1974/53
Disclosure and Barring Service (DBS) https://www.gov.uk/government/organisations/disclosure-and-barring-service
Prevent Duty Guidance https://www.gov.uk/government/publications/prevent-duty-guidance
Information Sharing Advice for Safeguarding Practitioners https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice **Teaching Online Safety in Schools** https://www.gov.uk/guidance/teaching-online-safety-in-schools

Relationships, Sex and Health Education Guidance https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
Generative Artificial Intelligence in Education https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education
Data Protection Data Protection Act (DPA) 2018
Counter-Terrorism and Security Act 2015

3. Legislation and Guidance

This policy is based on the Department for Education's statutory guidance **Keeping Children Safe in Education 2026,** which replaces the September 2025 version and comes into force on 1 September 2026.

- **Keeping Children Safe in Education 2026, including Part One**, which all school and college staff should now read in full. References to the previous condensed Annex A have been removed because KCSIE 2026 expects staff who do not work directly with children to read Part One.
- Working Together to Safeguard Children statutory guidance, which should be read alongside KCSIE.
- Information Sharing: Advice for Practitioners, including the seven golden rules for sharing information.
- **Data protection laws, meaning the Data Protection Act 2018**, **UK GDPR and the Data (Use and Access) Act 2025.**
- **Section 175 of the Education Act 2002**, the Education (Independent School Standards) **Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015** and the **Apprenticeships, Skills, Children and Learning Act 2009.**
- **The Equality Act 2010,** the **Public Sector Equality Duty and the Human Rights Act 1998.**
- **The Counter-Terrorism and Security Act 2015** and revised Prevent duty guidance.
- The Crime and Policing Act 2026 changes to regulated activity, including the removal of the supervision exemption for certain volunteers.
- The Children's Wellbeing and Schools Act duties referenced in KCSIE 2026, including temporary accommodation notification duties.

4. Definitions: Safeguarding and Child Protection

All staff at Hazrat Khadijatul Kubra Girls' School are expected to be familiar with the wide range of policies and procedures we have to keep children safe and promote their wellbeing at all times.

Family Help
Family Help means providing support as soon as a problem emerges at any point in a child's life. KCSIE 2026 distinguishes between universal services and community-based Early Help, and the targeted early help level of Family Help. (Early Help Assessment and Our Family Plan - Birmingham Safeguarding Children Partnership).

Right Help, Right Time
The Right Help, Right Time guidance document advises what support is available whatever the needs are of children young people and their families. It is the framework and practice guide on how all individuals, agencies, partners and practitioners work together in Birmingham.

Image-sharing terminology
Nudes and semi-nudes: KCSIE 2026 uses this term to refer to the creation, sending or posting of nude or semi-nude images by young people under 18. Images include photographs, videos and livestreams, and may be taken by the child, taken or created by another person, digitally altered or wholly generated using artificial intelligence, including deepfakes or deep nudes.

Safeguarding
Safeguarding and promoting the welfare of children is defined in *Keeping Children Safe in Education* as:

- Providing help and support to meet the needs of children as soon as problems emerge;
- Protecting children from maltreatment, whether that occurs 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; and
- Taking action to enable all children to have the best outcomes.

Working Together to Safeguard Children further recognises that safeguarding includes:

- Promoting the upbringing of children by their birth parents, or otherwise within their family network through kinship care arrangements, whenever it is safe and in the child's best interests; and
- Taking action to ensure children achieve the best possible outcomes through effective early help, family help and multi-agency intervention.

Safeguarding is everyone's responsibility. All staff should maintain an attitude of **"it could happen here"** and always act in the best interests of the child.

Child
A child is anyone who has not yet reached their eighteenth birthday.

The fact that a child has reached 16 years of age, is living independently, is in further education, is a member of the armed forces, is in hospital, or is in custody does not change their status as a child for the purposes of safeguarding and child protection legislation.

Early Help
Early Help means providing support to a child, young person or family as soon as a problem emerges, at any stage in a child's life, to improve outcomes and prevent concerns from escalating.

Early Help may be particularly important for children who:

- Have additional or emerging needs;
- Are vulnerable to abuse, neglect or exploitation;
- Have mental health or emotional wellbeing concerns;
- Experience family difficulties or adverse childhood experiences;
- Have poor attendance or are at risk of becoming disengaged from education;
- Are young carers;
- Have a disability or special educational needs; or
- May benefit from additional support to achieve their full potential.

Where concerns are identified, staff should discuss these with the Designated Safeguarding Lead (DSL), who will consider the need for Early Help, Family Help or other support services.

The school will work collaboratively with parents, carers and partner agencies to ensure children receive support at the earliest opportunity.

Child in Need

Under Section 17 of the Children Act 1989, a child is considered to be a *Child in Need* if:

- They are unlikely to achieve or maintain a reasonable standard of health or development without the provision of services;
- Their health or development is likely to be significantly impaired without the provision of such services; or
- They are disabled.

Local authorities have a duty to safeguard and promote the welfare of children in need within their area and, where appropriate, provide services to support them and their families.

Child Protection

Child Protection is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Under Section 47 of the Children Act 1989, where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the local authority has a duty to make enquiries and determine what action should be taken to safeguard and promote the child's welfare.

These enquiries may relate to concerns regarding:

- Physical abuse;
- Emotional abuse;
- Sexual abuse;
- Neglect;
- Child Criminal Exploitation;

- Child Sexual Exploitation;
- Radicalisation;
- Child-on-Child Abuse; and
- Other forms of harm occurring online or offline.

Schools have a statutory responsibility to cooperate with Children's Social Care, the police and other safeguarding partners, and to share information lawfully and appropriately where this is necessary to safeguard and promote the welfare of a child.

Significant Harm
Significant Harm is the threshold that justifies compulsory intervention in family life in the best interests of a child.

For the purposes of the Children Act 1989, harm means ill-treatment or the impairment of health or development, including impairment suffered as a result of seeing or hearing the ill-treatment of another person.

When considering whether harm is significant, professionals will consider:

- The nature of the harm;
- The severity of the harm;
- The impact on the child's health and development;
- The child's individual needs and circumstances; and
- What could reasonably be expected of a similar child.

Significant Harm may arise from a single traumatic event or from the cumulative impact of a series of incidents, events or circumstances over time.

Children's Advice and Support Service (CASS)
The **Children's Advice and Support Service (CASS)** is the first point of contact for concerns regarding the welfare or safety of a child.

CASS provides advice, support or intervention for professionals, children, young people and families where there are concerns about a child's wellbeing, development or safety.

School Position
The school will seek advice from, and make referrals to, Children's Advice and Support Services where there are concerns that a child may require Early Help, Family Help, Child in Need support or Child Protection intervention.

Key Safeguarding Considerations
- Concerns should be discussed with the Designated Safeguarding Lead (DSL) without delay.
- Referrals will be made where concerns meet local threshold guidance.
- Information will be shared lawfully and appropriately to support decision-making and safeguard children.
- The welfare of the child will remain the paramount consideration in all referral decisions.

Multi-Agency Safeguarding Hub (MASH)
The **Multi-Agency Safeguarding Hub (MASH)** brings together professionals from children's social care, police, health, education and other agencies to share information and assess safeguarding concerns.

The purpose of MASH is to improve communication, information sharing, risk assessment and decision-making so that children receive the right help, protection and support at the right time.

School Position
The school recognises the importance of effective multi-agency safeguarding arrangements and will work proactively with partner agencies to safeguard and promote the welfare of children.

Key Safeguarding Considerations

- Information shared through MASH supports the early identification of risk.
- Multi-agency decision-making enables a coordinated safeguarding response.
- Referrals may result in Early Help, Family Help, Child in Need or Child Protection interventions.
- Staff must cooperate fully with information requests and safeguarding enquiries where appropriate.

Children in Care
A **Child in Care** (previously referred to as a Looked After Child) is a child who is in the care of a local authority or is accommodated by a local authority for a continuous period of more than 24 hours.

Children in Care may live:

- With foster carers;
- With kinship carers approved by the local authority;
- In residential children's homes;
- With connected persons approved by the local authority; or
- Within other regulated care arrangements.

School Position
The school recognises that Children in Care may experience additional vulnerabilities and barriers to educational achievement, attendance, emotional wellbeing and stability.

Key Safeguarding Considerations
The school will:

- Promote high aspirations and positive outcomes for Children in Care;
- Work closely with the Virtual School and relevant professionals;
- Monitor attendance, attainment, progress and wellbeing;
- Ensure appropriate safeguarding and pastoral support is in place;
- Contribute to Personal Education Plans (PEPs); and
- Support successful transitions and stability in education.

Kinship Care
Kinship care refers to any arrangement in which a child is raised by a relative, friend or other connected person who is not their parent.

Kinship care arrangements may be formal or informal and can include arrangements made through:

- Special Guardianship Orders;
- Child Arrangements Orders;
- Kinship Foster Care;
- Informal family arrangements; or
- Other legal arrangements.

School Position
The school recognises the significant contribution kinship carers make in providing stability, permanence, safety and support for children.

The school is committed to working collaboratively with kinship carers to promote children's welfare, attendance, wellbeing, educational achievement and safeguarding.

Key Safeguarding Considerations
Children living in kinship care arrangements may experience additional challenges arising from family circumstances, trauma, loss, bereavement, separation or changes in care arrangements.

The school will:

- Recognise and respond to the individual needs of children in kinship care;
- Work closely with carers, social workers and other professionals where appropriate;
- Promote inclusion, engagement and educational achievement;
- Consider attendance, wellbeing and safeguarding needs holistically; and
- Ensure that children receive appropriate support and advocacy when required.

Family and Friends Carers
Family and friends carers are relatives, family friends or other individuals with a pre-existing relationship with a child who undertake the care of that child when their parents are unable to do so.

Some family and friends carers may hold parental responsibility through a Child Arrangements Order, Special Guardianship Order or Adoption Order. Others may provide care without holding parental responsibility.

The school recognises the important role that family and friends carers may play in supporting children's welfare and will work collaboratively with them, where appropriate, to promote the child's safety, wellbeing and educational achievement.

Private Fostering
Private fostering occurs when a child under the age of 16 years (or under 18 years if the child is disabled) is cared for and accommodated by someone who is not:

- A parent;
- A person with parental responsibility; or
- A close relative,

for a period of 28 consecutive days or more.

Close relatives include grandparents, brothers, sisters, aunts, uncles, stepparents and legally recognised guardians.

Where the school becomes aware of a private fostering arrangement, the Designated Safeguarding Lead (DSL) will notify the relevant local authority in accordance with statutory requirements.

Victim
The term *victim* is widely recognised and used within safeguarding guidance and procedures to describe a child or individual who has experienced abuse, harm or neglect.

The school recognises that not every child who has experienced abuse identifies with the term *victim*. Staff will therefore use language that is respectful, child-centred and appropriate to the wishes and experiences of the individual child wherever possible.

Alleged Perpetrator and Perpetrator
The terms *alleged perpetrator* and *perpetrator* are commonly used in safeguarding practice and statutory guidance when referring to individuals who are believed to have caused harm or abuse.

The school recognises that terminology should be used sensitively and appropriately, particularly when speaking directly with children and families. Staff will exercise professional judgement and adopt language that supports safeguarding, communication and understanding.

Where harmful behaviour has been displayed by a child, the school's response will consider both safeguarding needs and accountability, recognising that children who display harmful behaviours may themselves be vulnerable or have experienced abuse.

Child-on-Child Abuse
Child-on-child abuse is any form of abuse perpetrated by one child against another child. It can occur both inside and outside of school, online and offline, and may be motivated by prejudice, discrimination, power imbalances or other factors.

Child-on-child abuse may include, but is not limited to:

- Bullying, including cyberbullying, prejudice-based bullying and discriminatory bullying;
- Physical abuse;
- Sexual violence;
- Sexual harassment;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos;
- Causing someone to engage in sexual activity without consent;

- Upskirting;
- Initiation or hazing-type violence and rituals; and
- Abuse within intimate personal relationships between children.

School Position
At Hazrat Khadijatul Kubra Girls School, child-on-child abuse will never be tolerated, dismissed as "banter", "part of growing up", "just having a laugh" or accepted as an inevitable part of school life.

All reports of child-on-child abuse will be taken seriously, recorded appropriately and investigated promptly.

Key Safeguarding Considerations
The school recognises that:

- Abuse can occur between children of any age and may occur both inside and outside of school;
- Children may be reluctant to report concerns;
- A lack of reported incidents does not mean abuse is not occurring; and
- All children involved require appropriate support and safeguarding.

Harmful Sexual Behaviour (HSB)
Harmful Sexual Behaviour (HSB) refers to developmentally inappropriate sexual behaviour displayed by a child or young person that is harmful to themselves or others.

HSB exists on a continuum ranging from inappropriate behaviour through to abusive behaviour, sexual assault and sexual violence.

School Position
The school recognises that children displaying harmful sexual behaviour may have experienced abuse, trauma, neglect or other adverse experiences.

Consequently, safeguarding responses will consider both the protection of those affected and the support needs of the child displaying the behaviour.

Key Safeguarding Considerations
All concerns relating to Harmful Sexual Behaviour will be:

- Taken seriously;
- Assessed on an individual basis;
- Recorded in accordance with safeguarding procedures;
- Managed in partnership with relevant agencies where required; and
- Addressed in line with statutory safeguarding guidance.

Online Safety
Online safety is an integral part of safeguarding and child protection.

Children may experience abuse, exploitation or other safeguarding harms online as well as offline. The school recognises that online risks are continually evolving and require a proactive safeguarding response.

Key Online Risks
Online risks may include:

- Cyberbullying;
- Online grooming;
- Child sexual exploitation;
- Child criminal exploitation;
- Radicalisation and extremism;
- Exposure to harmful content;
- Misinformation and disinformation;
- The sharing of nude and semi-nude images;
- Coercion, exploitation and online abuse; and
- The misuse of emerging technologies, including Artificial Intelligence (AI).

School Position
The school will provide age-appropriate online safety education through the curriculum and ensure that appropriate filtering, monitoring and safeguarding systems are in place. Staff will receive regular training and updates regarding emerging online risks and technologies.

Mental Health
Mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, exploitation or other safeguarding harms.

School Position
The school recognises the importance of promoting positive mental health, emotional wellbeing and resilience amongst all pupils.

Key Safeguarding Considerations
Staff are not expected to diagnose mental health conditions. However, all staff should:

- Be alert to signs of emotional or mental health difficulties;
- Identify changes in behaviour, presentation or attendance;
- Listen to children who express concerns about their wellbeing; and
- Report concerns to the Designated Safeguarding Lead in accordance with safeguarding procedures.

Where appropriate, the school will work with parents, carers, health professionals and external agencies to support pupils' wellbeing and ensure that appropriate safeguarding arrangements are in place.

Contextual Safeguarding
Contextual Safeguarding is an approach to safeguarding that recognises that children may be vulnerable to abuse, exploitation and significant harm outside of their families.

These risks may occur within peer groups, schools, neighbourhoods, community settings and online environments.

School Position

The school recognises that assessments of children's needs should consider the wider environmental factors present in a child's life and will work with safeguarding partners to address identified risks.

Key Safeguarding Considerations
Contextual safeguarding concerns may include:

- Child criminal exploitation;
- Child sexual exploitation;
- Serious violence;
- County lines activity;
- Peer group influences;
- Harmful online interactions;
- Youth violence; and
- Risks within the local community.

Attendance and Safeguarding
The school recognises that regular attendance is a key safeguarding issue and that persistent absence, severe absence, missing education and poor punctuality may be indicators of safeguarding concerns.

School Position
The school will work proactively with pupils, parents, carers and external agencies to identify and address barriers to attendance at the earliest opportunity.

Key Safeguarding Considerations
Attendance concerns may be linked to:

- Neglect;
- Child exploitation;
- Domestic abuse;
- Mental health difficulties;
- Bullying;
- Harmful cultural practices; or
- Other safeguarding concerns.

Attendance data will be regularly monitored and concerns escalated in accordance with safeguarding procedures.

Children Missing Education (CME)
A child missing education is a child of compulsory school age who is not registered at a school and is not receiving suitable full-time education otherwise than at school.

Children missing education are known to be at increased risk of abuse, neglect, child sexual exploitation, child criminal exploitation, radicalisation, forced marriage, honour-based abuse and other forms of significant harm.

School Position
The school recognises that identifying, reporting and addressing attendance concerns promptly is an important safeguarding responsibility. All staff should be

alert to patterns of absence, unexplained absences and instances where a child may be missing from education.

Key Safeguarding Considerations
Where concerns arise regarding a child's attendance, welfare or whereabouts:

- Staff must follow the school's attendance and safeguarding procedures;
- Concerns must be reported promptly to the Designated Safeguarding Lead (DSL);
- Appropriate enquiries will be made regarding the child's welfare and location;
- The school will work with parents, carers, the local authority and other relevant agencies as required; and
- Safeguarding concerns will be considered alongside attendance concerns at all times.

Child Criminal Exploitation (CCE)
Child Criminal Exploitation (CCE) occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity.

The child may be exploited in exchange for something they need or want, for the financial or other advantage of the perpetrator, or through violence, threats of violence, intimidation or coercion.

Child Criminal Exploitation can occur even where the activity appears consensual and may take place online or offline.

County lines activity is one example of Child Criminal Exploitation.

School Position
The school recognises that any child may be vulnerable to criminal exploitation and that exploited children are victims of abuse who require safeguarding and protection.

Key Safeguarding Considerations
Indicators of Child Criminal Exploitation may include:

- Unexplained absences from school;
- Repeatedly going missing from home or care;
- Association with older individuals or groups;
- Possession of money, mobile phones or other items without explanation;
- Increased secrecy regarding activities or relationships;
- Involvement in anti-social or criminal behaviour; and
- Evidence of county lines involvement.

All concerns relating to Child Criminal Exploitation will be treated as safeguarding concerns and managed in accordance with local safeguarding procedures.

Child Sexual Exploitation (CSE)
Child Sexual Exploitation (CSE) 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 into sexual activity:

- In exchange for something the child needs or wants; and/or
- For the financial advantage or increased status of the perpetrator; and/or
- Through violence, threats of violence, intimidation or coercion.

Child Sexual Exploitation can occur in person, online or through a combination of both.

A child may be sexually exploited even if the sexual activity appears consensual. Children may not recognise that they are being abused or exploited.

School Position
The school recognises that Child Sexual Exploitation is a serious form of child abuse and that victims may not always understand, disclose or recognise the exploitation taking place.

Key Safeguarding Considerations
Indicators of Child Sexual Exploitation may include:

- Unexplained gifts, money or possessions;
- Changes in behaviour, emotional wellbeing or presentation;
- Relationships with significantly older individuals;
- Secrecy regarding online activity or relationships;
- Missing episodes from home, care or education;
- Evidence of sexualised behaviour beyond what is developmentally expected; and
- Concerns regarding online grooming or exploitation.

All concerns relating to Child Sexual Exploitation will be referred to the Designated Safeguarding Lead and managed in accordance with safeguarding procedures and local partnership arrangements.

Serious Violence
Serious violence refers to violent offences and associated criminal activity that may place children at significant risk of harm, victimisation or exploitation.

The school recognises that involvement in serious violence can be linked to a range of safeguarding concerns, including child criminal exploitation, county lines activity, adverse childhood experiences, substance misuse and mental health difficulties.

School Position
Protecting children from the risk of serious violence forms part of the school's wider safeguarding responsibilities. All staff should remain vigilant to indicators that may suggest a child is at risk from, or involved in, serious violent crime.

Key Safeguarding Considerations
Indicators may include:

- Increased absence from school;
- Persistent lateness or periods of going missing;

- Changes in friendships or associations with older individuals or groups;
- A decline in educational performance or engagement;
- Signs of self-harm or significant changes in emotional wellbeing;
- Signs of assault, injury or unexplained physical harm;
- Possession of weapons or discussions relating to weapons;
- Unexplained gifts, money or possessions; and
- Increased involvement in anti-social or risky behaviours.

Any concerns regarding serious violence must be reported immediately to the Designated Safeguarding Lead (DSL) and managed in accordance with the school's safeguarding procedures.

Radicalisation and Extremism
Radicalisation refers to the process by which an individual comes to support terrorism or extremist ideologies associated with terrorist groups.

Extremism is the vocal or active opposition to fundamental British values, including:

- Democracy;
- The rule of law;
- Individual liberty; and
- Mutual respect and tolerance of those with different faiths, beliefs and backgrounds.

School Position
Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and forms part of the Prevent Duty. The school is committed to promoting fundamental British values and creating an environment where pupils feel safe, respected and able to challenge extremist narratives.

Key Safeguarding Considerations
Indicators of radicalisation may include:

- Expressions of extremist views;
- Intolerance towards others or different viewpoints;
- Fixation on particular ideologies or causes;
- Accessing extremist material online;
- Significant changes in behaviour, attitudes or peer groups;
- Isolation from family, friends or previously established networks; and
- Increased secrecy regarding online activity.

Concerns regarding radicalisation or extremism will be reported to the Designated Safeguarding Lead and, where appropriate, referrals will be made in accordance with Prevent and local safeguarding procedures.

Designated Safeguarding Lead (DSL)
The Designated Safeguarding Lead (DSL) is a member of the senior leadership team who takes lead responsibility for safeguarding and child protection, including online safety.

The DSL has the status and authority within the school to carry out the duties of the role effectively and to safeguard and promote the welfare of children.

School Position
The Designated Safeguarding Lead is the school's principal source of safeguarding expertise and support. The DSL will provide advice and guidance to staff, liaise with children, parents, carers and external agencies, and ensure that safeguarding concerns are managed effectively and in accordance with statutory guidance.

Key Responsibilities
The DSL will:

- Manage referrals to children's social care, the police and other agencies as appropriate;
- Support staff in identifying and responding to safeguarding concerns;
- Maintain secure and accurate safeguarding records;
- Promote a culture of safeguarding throughout the school;
- Oversee safeguarding training and updates for staff;
- Lead on online safety, filtering and monitoring arrangements;
- Monitor emerging safeguarding risks, including those associated with Artificial Intelligence (AI) and digital technologies; and
- Ensure safeguarding policies and procedures are implemented effectively.

Filtering and Monitoring
Filtering and monitoring are safeguarding measures designed to protect children when using the school's IT systems, networks, devices and online services.

Filtering systems restrict access to inappropriate, harmful or illegal content, whilst monitoring systems identify potential safeguarding concerns and inappropriate use of technology.

School Position
The school has appropriate filtering and monitoring systems in place to support safeguarding, online safety and educational objectives. These arrangements are reviewed regularly to ensure they remain effective, appropriate and proportionate.

Key Safeguarding Considerations
The school will ensure that:

- Filtering and monitoring systems are suitable for the age and needs of pupils;
- Safeguarding and technical staff work together to oversee arrangements;
- Concerns identified through monitoring systems are acted upon promptly;
- Staff understand their responsibilities regarding online safety and safeguarding; and

- Pupils are educated about safe, responsible and respectful use of technology.

5. Equality Statement, Children with Protected Characteristics

Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and to ensuring that all children are provided with appropriate protection regardless of additional needs, barriers or protected characteristics.

KCSIE 2026 strengthens the expectation that schools consider disproportionate vulnerabilities linked to protected characteristics and ensure safeguarding policies, procedures, record keeping and monitoring help identify and respond to sexual violence, sexual harassment, misogyny/misandry, racism, faith-based prejudice, homophobic, biphobic or transphobic bullying and other forms of harm.

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Children who may benefit from additional support before statutory intervention:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs, whether or not they have an 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
- is showing signs of being drawn into anti-social or criminal behaviour, including county lines
- is frequently missing or 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 permanent exclusion, is in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of radicalisation into terrorism
- has a parent or carer in custody or is affected by parental offending
- is in family circumstances presenting challenges such as drug and alcohol misuse, adult mental health issues or domestic abuse
- is misusing alcohol or other drugs
- is at risk of honour or faith-based abuse such as FGM or forced marriage
- is privately fostered

Children with Special Educational Needs and Disabilities (SEND), health conditions and medical needs

Children with SEND, certain medical conditions or physical health conditions can face additional safeguarding challenges both online and offline. Additional barriers may include assumptions that indicators of possible abuse relate to the child's condition, peer isolation or prejudice-based bullying, communication barriers, difficulties understanding or reporting abuse, greater dependence on adults for care, intimate care needs and cognitive understanding of online content.

Any reports of abuse involving children with SEND will require close liaison between the DSL or deputy and the SENCO or named person with oversight for SEND. The school will consider extra pastoral support, attention and communication support for these children.

Children who are lesbian, gay, bisexual or questioning their gender

A child being lesbian, gay or bisexual is not in itself a risk factor for harm, but children can be vulnerable to discriminatory bullying. Children perceived by others to be lesbian, gay or bisexual can be just as vulnerable. The school will address these vulnerabilities through its anti-bullying, behaviour and safeguarding arrangements.

Where a child or parent/carer requests support relating to social transition, the school will not initiate action itself. Any request will be considered taking account of safeguarding duties, the welfare and best interests of the child and other children, parental involvement unless this would create greater risk, equality and human rights obligations, educational context, and the need to document decisions and keep them under review. Staff should not adopt any changes relating to social transition unless a school decision has been made and parents or carers have been involved as set out in KCSIE 2026.

Schools must not allow pupils into toilets, changing rooms, showers, boarding or residential accommodation designated for the opposite biological sex. Alternative arrangements may be considered where appropriate, provided they do not compromise the safety, comfort, privacy or dignity of the child or other children. Schools must record and review such arrangements.

6. Roles and Responsibilities of Staff including Leadership and Management

Role and Responsibility of the Whole School

Safeguarding is everyone's responsibility at Hazrat Khadijatul Kubra Girls' School. This policy applies to all staff including permanent, temporary and supply staff, trainee teachers, volunteers, governors and contractors.

Preventative education is most effective in the context of a whole-school approach which prepares pupils 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.

- 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 abusive relationships, 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
- online harms such as sharing images, deepfakes, pornography, misogynistic influencers and when and where to seek help

Role and Responsibility of all staff

All staff will be required to read Part One of Keeping Children Safe in Education 2026 and the reviewed version of this guidance at least annually. Staff who work directly with children and school and college leaders should also read Annex A. The previous option for some staff to read a condensed Annex A no longer applies.

All staff will receive safeguarding and child protection training, including online safety and an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring, at induction. Training will be regularly updated, and all staff will receive safeguarding updates as required and at least annually.

All staff will be aware of the process for community-based Family Help assessments, targeted early help delivered through Family Help, and the criteria for referral to local authority children's social care for statutory services under **sections 17, 20, 31 and 47 of the Children Act 1989:**

- staff should act immediately if they have concerns about a child's welfare
- staff should not assume a colleague or another professional will take action
- early information sharing is vital for effective identification, assessment and allocation of support
- data protection laws do not prevent sharing information to keep children safe and promote their welfare
- if in doubt, staff should speak to the DSL or deputy

Role and Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL takes lead responsibility for safeguarding and child protection, including online safety and understanding filtering and monitoring systems and processes. The DSL is a senior member of staff from the school leadership team and has the status, authority, time, funding, training, resources and support required to carry out the role effectively.

To ensure continuity of safeguarding responsibilities, the school will have robust cover arrangements for periods when the DSL is unavailable due to illness, leave or other circumstances. This may include a confidential shared mailbox or equivalent system so safeguarding concerns are received, monitored and acted upon without delay.

The DSL will liaise with staff including teachers, pastoral support staff and the mental health support team where available, so that children's needs are considered holistically.

The DSL will take lead responsibility for promoting educational outcomes by understanding welfare, safeguarding and child protection issues experienced by

children who need or have needed a social worker, and by supporting teaching staff to provide academic support or reasonable adjustments where needed.

Role and Responsibilities of Governance

The Trustee Board has strategic leadership responsibility for safeguarding arrangements and must ensure policies, procedures and training are effective and comply with the law at all times.

Trustees will receive appropriate safeguarding and child protection training, including online safety, at induction. This training should equip them to provide strategic challenge and to test and assure themselves that safeguarding policies and procedures are effective. Training should be updated regularly.

Trustees should read Keeping Children Safe in Education 2026 in full and sign a declaration annually that they have reviewed the guidance.

Trustees will ensure that the child protection policy reflects the whole-school approach to child-on-child abuse, online safety, SEND, children who are absent from education, use of premises, alternative provision, mobile phones, filtering and monitoring, and local multi-agency safeguarding arrangements.

Role and Responsibilities of the Headteacher

The Headteacher will implement this policy and ensure all staff understand and follow systems which support safeguarding, including the child protection policy, behaviour policy, staff behaviour/code of conduct, safeguarding response to children absent from education, online safety arrangements, and the identity and role of the DSL and deputies.

Role and Responsibilities of the Designated Teacher

The Designated Teacher promotes the educational achievement of looked after and previously looked after children and works closely with the Virtual School Head. KCSIE 2026 also highlights the extended non-statutory role of Virtual School Heads for children with a social worker and children in kinship care, including the importance of attendance as a safeguarding factor.

7. Safer Recruitment and Ongoing Suitability

Hazrat Khadijatul Kubra Girls' School is committed to safer recruitment and to maintaining a culture of vigilance throughout each person's employment or engagement. The Trustees will ensure that recruitment and selection arrangements comply with **Part Three of Keeping Children Safe in Education 2026** and any requirements applying to the type of setting.

The school will ensure that:

- job descriptions, person specifications, advertisements and application information clearly set out the safeguarding responsibilities of the role and the school's commitment to safeguarding;
- at least one person conducting an interview has completed appropriate safer recruitment training where this is a statutory requirement, and those involved in recruitment have the knowledge needed to apply safer recruitment practice;
- application forms, employment history, reasons for leaving, gaps or inconsistencies, references and self-declarations from shortlisted candidates

are scrutinised and any concerns are explored and resolved before appointment;
- online searches are considered for shortlisted candidates as part of due diligence; candidates are informed that such searches may be undertaken, and only information relevant to suitability to work with children is considered;
- all offers remain conditional until the school is satisfied that the required identity, right to work, DBS and barred list, prohibition, qualification, overseas and any other role-specific checks have been completed;
- required checks and dates are recorded accurately on the Single Central Record, and written assurance is obtained for agency, third-party and fee-funded trainee teacher checks where applicable;
- volunteer, governor, contractor, visitor and third-party arrangements are risk assessed and the correct level of checking and supervision is determined before the person begins the activity;
- no unchecked person is permitted to work unsupervised or undertake regulated activity where the required checks have not been completed;
- induction, probation, supervision, training, appraisal, professional conduct arrangements and the management of low-level concerns support ongoing suitability after appointment; and
- statutory referrals to the Disclosure and Barring Service and, where applicable, the Teaching Regulation Agency are made when the relevant criteria are met.

The school's Safer Recruitment Policy and procedures should be read alongside this policy. Safer Recruitment Policy October 2026.docx

8. Whistleblowing and Raising Concerns about Safeguarding Practice

All staff and volunteers must be able to raise concerns about poor or unsafe safeguarding practice, wrongdoing or failures in the school's safeguarding arrangements without fear of victimisation or disadvantage. Concerns must be taken seriously, recorded appropriately and addressed promptly in accordance with the school's whistleblowing arrangements.

Staff should normally raise concerns with the Headteacher. Concerns about the Headteacher should be raised with the Chair of Trustees. Where there is a conflict of interest, or the concern relates to the person who would normally receive it, staff should use the alternative reporting route identified by the school and contact the local LADO team: ladoteam@birminghamchildrenstrust.co.uk

A member of staff who feels unable to raise a concern internally or believes that a genuine safeguarding concern is not being addressed, may use the school's external whistleblowing route or seek independent advice from the NSPCC Whistleblowing Advice Line on 0800 028 0285. Whistleblowing does not replace the duty to act immediately where a child may be at risk of harm. In an emergency, contact the police on 999; safeguarding referrals should be made through the appropriate local procedures.

All staff will be told at induction, and reminded through safeguarding updates, how to access the Whistleblowing Policy, who concerns should be reported to, the

alternative route where the concern involves a senior leader, and how to escalate concerns which are not being acted upon. Whistle-blowing Policy September 2026.docx

9. Children Absent from Education and Children Missing Education

Absence from education can be an indicator of abuse, neglect, exploitation, criminal or sexual exploitation, mental health concerns, risk of radicalisation, or other unmet need. The school will respond to unexplained, repeated and/or prolonged absence as a potential safeguarding concern and will not treat attendance and safeguarding as separate processes.

The school will have clear attendance and safeguarding procedures which identify who is responsible for first-day contact, follow-up, home visits or welfare checks, information sharing, escalation to the DSL, and referral to the local authority or children's social care.

The school will:

- monitor attendance and admissions information daily and follow up unexplained absence promptly using more than one contact method where necessary;
- consider the child's known vulnerabilities, family circumstances, social care involvement, SEND, health needs, transport arrangements, patterns of absence and any previous safeguarding concerns when deciding the level and urgency of response;
- ensure attendance staff alert the DSL or deputy without delay where absence is unexplained, repeated, prolonged, linked to a known risk, or where attempts to establish the child's welfare and whereabouts are unsuccessful;
- make reasonable enquiries, record each contact attempt, information obtained, decisions, actions and reasons for escalation or non-escalation, and keep the situation under review;
- work with parents or carers, the child, the local authority and relevant agencies to understand and address barriers to attendance, unless doing so would increase risk to the child;
- refer concerns to local authority children's social care and/or the police immediately where there is reason to believe a child is suffering or likely to suffer harm, is in immediate danger, or their whereabouts cannot be established and risk is significant;
- comply with the School Attendance (Pupil Registration) (England) Regulations 2024 and statutory guidance before adding or deleting a pupil from the admission register, including making required returns and notifications to the local authority; and
- notify and work with the local authority Children Missing Education service where a child of compulsory school age is not registered at a school and is not receiving suitable education otherwise than at school, or where the school's enquiries indicate that a pupil may become missing education.

A pupil who remains registered at the school is not, solely because of persistent or severe absence, a Child Missing Education. However, their absence may still present a serious safeguarding risk and must be addressed through the school's

attendance and safeguarding procedures. The school must not remove a pupil from roll unless a lawful ground is met and the required enquiries and notifications have been completed.

These arrangements should be read alongside the school's Attendance Policy, Children Missing Education procedures and Birmingham local processes.

10. Working with Families

Alongside KCSIE 2026, Hazrat Khadijatul Kubra Girls' School is committed to a child-centred approach that recognises the importance of working in partnership with parents, carers and wider family networks, in line with Working Together to Safeguard Children.

This approach reflects the principles set out in the Government's strategy Stable Homes, Built on Love , which responded to the recommendations of the Independent Review of Children's Social Care. The strategy emphasises the importance of ensuring children grow up in safe, stable and loving relationships and, wherever possible, within their own families. It also highlights the value of providing support at the earliest opportunity and strengthening the role of family and community networks in helping children to thrive.

Where it is safe and appropriate to do so, the school will work openly and collaboratively with parents and carers to support a child's welfare and wellbeing. This may include consideration by the Designated Safeguarding Lead (DSL) or deputy DSL as to whether parents or carers should be informed when additional pastoral or wellbeing support is being provided. Parents or carers will not be informed where doing so may place a child at increased risk of harm.

The school will seek to understand the child's family circumstances, identity, culture, faith, lived experiences and any barriers that may affect access to support or services. Staff will remain professionally curious and alert to situations where children may be experiencing abuse, neglect, exploitation or other forms of harm, including circumstances where a parent, carer or other adult may not be acting in the child's best interests.

11. Confidentiality and Sharing Information

Trusted relationships are at the heart of working with children and their families at Hazrat Khadijatul Kubra Girls' School. We strive to uphold good practice and work in partnership with children and families.

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and promoting children's welfare, including educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

When deciding what information to share, staff should consider whether the information is relevant to current safeguarding risk, necessary for the receiving setting or agency to know, clearly presented and appropriately contextualised. Professional judgement should be used so information shared is focused and

proportionate. Care must be taken not to omit information where it may be relevant to understanding or managing safeguarding risk.

Data protection laws means the **Data Protection Act (DPA) 2018**, UK GDPR and the Data (Use and Access) Act 2025. These laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.

If staff need to share special category personal data, the safeguarding of children and individuals at risk processing condition can allow information sharing without consent where there is good reason to do so and sharing information will enhance the safeguarding of a child in a timely manner.

12. Recognise and Respond to Abuse, Neglect and Exploitation

All staff should be aware of indicators of abuse, neglect, exploitation and modern slavery, recognising that children can be at risk inside and outside school, inside and outside the home and online. Abuse, neglect, exploitation and safeguarding issues rarely occur as standalone events and multiple issues often overlap.

Specific updates to definitions and indicators:

- Abuse may include harm caused by a child to other family members, often referred to as child to parent or caregiver abuse.
- Emotional abuse can include verbal abuse such as persistent criticism, belittling or name-calling.
- Sexual abuse includes assault by penetration, penetration with an object, and non-contact abuse such as involving children in production of sexual images, forcing children to look at sexual images or watch sexual activities, or grooming including online.
- Exploitation and modern slavery are forms of abuse. Children who are criminally exploited must have their vulnerabilities recognised and should be treated as victims; it is not possible for a child to consent to being exploited, abused or trafficked.
- CSE and CCE may be committed or facilitated by an organised network or gang, and a victim may identify as being part of this group; this may constitute modern slavery and require relevant child protection and modern slavery referrals.

Child-on-child abuse (including harassment and violence):
At Hazrat Khadijatul Kubra Girls' School, we know that children can abuse other children, including online. Child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. It is preventable and timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

- serious 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 semi-nudes, including those generated using AI online abuse through abusive, harassing and misogynistic/misandrist messages, non-consensual making or sharing of

nudes or semi-nudes, and sharing abusive images or pornography with those who do not want to receive such content

Domestic abuse and Operation Encompass

Domestic abuse can include psychological, physical, sexual, financial or emotional abuse. Children can be victims of domestic abuse where they see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships, including teenage relationship abuse.

Operation Encompass is an information-sharing scheme between the police and education settings. **KCSIE 2026** notes a statutory duty on police to notify a child's education setting, and where relevant local authorities, where they have reasonable grounds to believe a child may be a victim of domestic abuse. The DSL is likely to be the Key Adult and may use a central safeguarding inbox to oversee notifications. Notifications do not replace statutory safeguarding procedures or referrals.

Mental health

Mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, eating disorder signs, suicidal ideation or risk of suicide, and may also be an indicator that a child has suffered or is at risk of abuse, neglect or exploitation.

Education staff are not expected to diagnose mental health problems but are well placed to observe behaviour and identify children who may be struggling. If a child is in danger, staff should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If urgent mental health help is needed but it is not an emergency, staff can use **NHS 111 online or call 111** and select the mental health option.

Serious violence

Serious violence may involve physical assault, carrying, threatening with or using weapons, often in the context of peer conflict or bullying, and can be associated with criminal exploitation. Staff should report concerns about a child carrying or using a weapon, or expressing intent to do so, to the DSL or deputy.

The DSL should assess risk to the individual pupil and others, consider wider information, and take appropriate action. Depending on the risk, this may include a safety and support plan and consideration of action to de-escalate peer conflict. Schools should be alert to higher risks for children with disrupted education, including suspensions, permanent exclusions, time in alternative provision or a history of offending.

Responding when children disclose or staff have concerns

Staff should act immediately, follow the child protection policy and speak to the DSL or deputy. If the DSL or deputy is unavailable in exceptional circumstances, this must not delay action; staff should speak to a senior member of staff and/or take advice from local authority children's social care. Any action taken should be shared with the DSL or deputy as soon as practically possible.

When responding to reports of HSB, sexual harassment or sexual violence, staff should listen carefully, avoid judgement, use the child's language, ask open questions, not promise confidentiality, record only what the child says without

interpretation or personal opinion, and inform the DSL as soon as practically possible.

Harmful sexual behaviour, sexual harassment and sexual violence
KCSIE 2026 substantially strengthens this area. Harmful sexual behaviour can occur between children of any age and sex, online or face-to-face, and may escalate into sexual harassment or sexual violence. HSB should always be considered within a child protection context.

All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, regardless of whether they are consensual or non-consensual. The response should be proportionate and consider age, development, circumstances, coercion, exploitation and vulnerability.

Following a report of sexual violence, the DSL or deputy should carry out an immediate risk and needs assessment. For sexual harassment, the need for a risk assessment should be considered case-by-case. Assessments should be recorded, regularly reviewed and used to inform safeguarding decisions.

For reports of rape or assault by penetration, while facts are established and agencies are consulted, the alleged perpetrator should be removed from any shared classes with the victim and the school should consider reasonable separation across premises and transport. These actions are in the best interests of all children and should not be treated as a judgement on guilt.

Prevent and concerns about extremism

Hazrat Khadijatul Kubra Girls' School is aware of our duty under **section 26** of the Counter-Terrorism and Security Act 2015, in the exercise of our functions, to have "*due regard to the need to prevent people from becoming terrorists or supporting terrorism*" (known as the Prevent duty).

The Prevent duty is one of our wider safeguarding obligations. Our DSLs and senior leaders are aware of the revised Prevent duty guidance: England and Wales (2023) for England and Wales, especially paragraphs 141-210, which focus on education and childcare. The guidance covers 3 general themes: leadership and partnership, capabilities, and reducing permissive environments.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, which aims to:

- negate or destroy the fundamental rights and freedoms of others; or
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- intentionally create a permissive environment for others to achieve the results in (1) or (2)

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the Government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to Children's Services or Channel, the Government's programme for identifying and supporting individuals at risk of being drawn into terrorism.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which all staff and governors can call to raise concerns about extremism for a pupil. In non-emergency situations DSLs can also email counter.extremism@education.gov.uk. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321.

13. Online Safety and Filtering

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and that technology is a significant component in many safeguarding and wellbeing issues.

The breadth of online safety issues is considerable and ever evolving. KCSIE 2026 continues to use the 4Cs but updates them as follows:

- Content: exposure to illegal, inappropriate or harmful content, including pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation and conspiracy theories.
- Contact: harmful online interaction with other users or generative AI applications that simulate this, including peer pressure, commercial advertising and adults posing as children or young adults to groom or exploit them sexually, criminally, financially or otherwise.
- Conduct: online behaviour that increases the likelihood of, or causes, harm, including making, sending and receiving explicit images, including those generated using AI, and online bullying.
- Commerce: online gambling, inappropriate advertising, phishing and financial scams.

Online safety must be a running and interrelated theme across safeguarding, related policies, curriculum planning, staff training, DSL responsibilities and parental engagement.

Guidance to support schools to understand safety considerations and legal responsibilities when using generative AI, whether teacher-facing or pupil-facing, should be considered. Schools should also consider the DfE resources to help staff use AI safely and effectively, including safeguarding, ethics, data protection and intellectual property risks.

The DfE expects schools to operate as mobile phone-free environments by default. The school will implement a policy whereby pupils do not have access to mobile phones throughout the school day, including lessons, movement between lessons,

breaktimes and lunchtimes, unless an exception has been agreed by the Headteacher/Principal.

Filtering and monitoring systems will be reviewed at least once every academic year. Reviews should be carried out by the SLT member responsible for filtering and monitoring, with support from the DSL and IT support, and should include checks that filtering works appropriately on all internet-connected devices in all relevant locations. A record of these checks should be kept.

The school will have measures to protect personal information and appropriate cyber security systems, approached as part of wider safeguarding responsibilities. The school will consider the Cyber Security Standards for Schools and Colleges.

14. Managing Safeguarding Concerns or Allegations made about staff, including supply teachers, volunteers and contractors

All staff based within our school will be considered to be in either a position of trust or working with children. Staff must immediately report any level of concern about the behaviour or conduct of an adult working or volunteering with children, including supply teachers, trainee teachers, volunteers, contractors and adults using or hiring the school premises.

KCSIE 2026 adds explicit reference to trainee teachers throughout the allegations framework. Where concerns or allegations relate to a trainee teacher placed within the school, the expectations set out for schools and colleges apply and teacher training providers are expected to follow the same procedures as supply agencies.

If staff have a safeguarding concern or an allegation that another member of staff, including supply staff, trainee teachers, volunteers or contractors, has harmed or poses a risk of harm to children, this should be referred to the Headteacher or Principal, who will consider whether onward referral to the LADO is required. If the concern/allegation is about the Headteacher or Principal, it should be referred to the Chair of Governors or equivalent. Where there is a conflict of interest, it should be reported directly to the LADO.

Before contacting the LADO, the school may conduct basic enquiries in line with local procedures to establish facts without jeopardising any future police investigation. This may include whether the individual was in school, whether contact with the child could have occurred, whether there were witnesses and whether there is CCTV footage.

Suspension should not be automatic. Alternatives should be considered, including redeployment, supervision, alternative duties, or moving the child to a different class only where this is in the child's best interests, is not a punishment and parents have been consulted. Immediate suspension must be justified and recorded, including alternatives considered and why they were rejected.

Where an allegation is substantiated and a person is dismissed, resigns or ceases to provide services, the school must consider statutory duties to refer to the DBS where criteria are met, and for teaching staff consider referral to the Teaching

Regulation Agency. These duties also apply to volunteers where they were engaged in regulated activity.

Low-level concerns

A low-level concern does not mean the concern is insignificant. It is any concern, however small, including a sense of unease or nagging doubt, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside work, and does not meet the harm threshold or is not serious enough to consider referral to the LADO.

Low-level concerns must be shared responsibly, recorded in writing, kept confidential and reviewed so that patterns of concerning, problematic or inappropriate behaviour can be identified. Concerns about supply staff and contractors should be notified to their employers so potential patterns can be identified.

Use of school premises for non-school activities

Where the school hires or rents out facilities to organisations or individuals, safeguarding requirements will be included in lease or hire agreements as a condition of use. Failure to comply will lead to termination of the agreement. Where an allegation arises from an activity on school premises, the school will follow its safeguarding policies and procedures, including informing the LADO where appropriate.

15. Record Keeping

At Hazrat Khadijatul Kubra Girls' School will hold records confidentially, safely, securely and in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions must be recorded in writing. Records should be clear, factual and distinguish between observed concerns, professional opinion and historic information.

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome
- the rationale for decisions, including where referrals were or were not made to local authority children's social care, Prevent or other agencies

The child protection file should be transferred securely and separately from the main pupil file. Where files are transferred, the exporting school should include a clear, structured summary identifying current safeguarding concerns, relevant context and ongoing support needs. Historic information should be appropriately contextualised so safeguarding information supports rather than disadvantages the child.

Where information indicates a risk to others and/or the individual child, for example previous carrying, threatening with or using a knife or weapon, the receiving school should assess risk and, accordingly, put in place a safety and support plan when the child arrives.

Receiving in and transferring pupil records to other education provision

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their safeguarding information file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or
- **the first 5 days** of the start of a new term.

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the wellbeing and safety of the child.

Retention, archiving and destruction of records

For records that are not transferred to another school, for example the child leaves the country or is going to be home educated, we have:

- a clear retention policy
- secure and appropriate system to archive with restricted access
- we have a written assurance from our providers of our electronic recording systems that all records are maintained securely which includes any archived records.

Storage, retention, and destruction of our child protection files is also made clear in our data management policy.

Appendix: Links to useful information

Local

- Birmingham Safeguarding Children Partnership
- Right Help, Right Time - Birmingham Safeguarding Children Partnership
- Early Help Assessment and Our Family Plan - Birmingham Safeguarding Children Partnership
- Having those difficult conversations: The Importance of the Resolution and Escalation Protocol - Birmingham Safeguarding Children Partnership
- Birmingham Children's Trust
- Birmingham City Council - Children, Young People & Families
- BCC School Safety Plan re children who pose a risk to others
- BCC Corporate Safeguarding Policy
- No platform policy | Birmingham City Council
- Suicide postvention support package for education establishments | Birmingham City Council

National and statutory guidance

- Keeping Children Safe in Education 2026
- Keeping Children Safe in Education 2026: Part One
- Working Together to Safeguard Children
- Information Sharing Advice for Safeguarding Practitioners
- Data Protection Toolkit for Schools
- Prevent Duty Guidance
- Channel Guidance
- DfE Filtering and Monitoring Standards
- Cyber Security Standards for Schools and Colleges
- Mobile Phones in Schools
- Use of Reasonable Force in Schools
- Alternative Provision Guidance
- Supporting Pupils at School with Medical Conditions
- Allergy Safety in Schools
- Operation Encompass
- UKCIS Sharing Nudes and Semi-Nudes Guidance
- Generative AI in Education
- Generative AI Product Safety Expectations
- Youth Endowment Fund Toolkit
- Children Missing Education
- Working Together to Improve School Attendance
- Staffing and employment: advice for schools (DfE)