Tarbiyyah Global Academy

Part of the Tarbiyyah Education Trust · globalacademy.tarbiyyah.co.uk · globalacademy@tarbiyyah.co.uk · 020 3719 8697

CHILD PROTECTION AND SAFEGUARDING POLICY

Keeping every pupil safe in an online school, wherever they live

ACADEMIC YEAR 2026 – 2027

Policy name	Child Protection and Safeguarding Policy 2026–2027
Applies to	All pupils, parents, staff, trustees and volunteers of Tarbiyyah Global Academy
Policy owner	Designated Safeguarding Lead
Approved by	Ustadh Abu Zayn Haneef Sandhar, Headteacher
Agreed with	The Chair of Trustees, Tarbiyyah Education Trust
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1. Statement of Intent

Tarbiyyah Global Academy is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil. Our pupils learn from home, often in different countries and time zones, and we recognise that this changes *how* we keep them safe but never *whether* we do. Every member of staff sees pupils through a screen, and every member of staff has a responsibility to notice, to ask, and to act. We take a whole-Academy, preventative approach. The welfare of the child is paramount in every decision we make, and we will always act in the child's best interests, even where this is uncomfortable or inconvenient for adults. This policy sets out how we will:

- ensure trustees, the Headteacher and all staff understand their safeguarding responsibilities, are alert to the signs of abuse, neglect and exploitation (including online), and know to refer concerns to the DSL without delay;
- teach pupils how to keep themselves safe online and offline, and how to tell a trusted adult;
- identify and support any pupil who has been subject to, or is at risk of, abuse, neglect or exploitation;
- make safeguarding referrals to the correct agencies, whether a pupil lives in England, elsewhere in the UK, or abroad;
- maintain a culture of safer recruitment, so that only suitable adults teach or support our pupils.

> **Our safeguarding promise**
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> If a member of staff is worried about a child, they do not wait for certainty. They tell the Designated Safeguarding Lead the same day. In an emergency, where a child is at immediate risk, they contact the emergency services in the child's country first and then the DSL.

2. Key Safeguarding Contacts

Role	Name	How to contact
Designated Safeguarding Lead (DSL)	Ustadh Abu Zayn Haneef Sandhar, Headteacher	globalacademy@tarbiyyah.co.uk · via the Academy office on 020 3719 8697
Deputy Designated Safeguarding Lead	Skander Ahmed	skander@tarbiyyah.co.uk
Headteacher	Ustadh Abu Zayn Haneef Sandhar (also the DSL)	globalacademy@tarbiyyah.co.uk · via the Academy office on 020 3719 8697
Chair of Trustees (safeguarding lead trustee)	Moiz Madrasawala	gbchair@tarbiyyah.co.uk
Local authority: allegations about staff — London Borough of Hounslow	Hounslow safeguarding team (allegations)	020 8583 4933 · used for allegations against staff
Hounslow Children's Services (for pupils living in Hounslow, and for advice)	Multi-Agency Safeguarding Hub	020 8583 6600

Role	Name	How to contact
NSPCC Helpline (UK, for adults worried about a child)	—	0808 800 5000 · help@nspcc.org.uk
Childline (UK, for children)	—	0800 1111 · childline.org.uk
Emergency services	—	UK 999 · pupil's own country: see the Emergency Contact Register

Staff should never publish or share personal mobile numbers in this policy. Contact details are kept current in the Safeguarding Contacts Register held by the DSL and reviewed every term.

3. Legal Framework and Guidance

This policy has due regard to legislation and statutory guidance, including:

- Children Act 1989 and Children Act 2004
- Education Act 2002 (whose safeguarding principles the Academy follows as good practice)
- Keeping Children Safe in Education (KCSIE) — the edition currently in force
- Working Together to Safeguard Children 2023
- The Online Education Accreditation Scheme (OEAS) standards published by the Department for Education, used as a benchmark of good practice
- Counter-Terrorism and Security Act 2015 and its statutory guidance
- Sexual Offences Act 2003 (including the position of trust offence)
- Female Genital Mutilation Act 2003 (mandatory reporting duty)
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010 and Human Rights Act 1998
- Data Protection Act 2018 and the UK GDPR
- Online Safety Act 2023
- DfE guidance: Teaching Online Safety in Schools; Sharing nudes and semi-nudes (UKCIS); Filtering and Monitoring Standards; Mental Health and Behaviour in Schools. Where a pupil lives outside England, the Academy also takes account of the child protection arrangements of the pupil's country of residence (see section 10).

4. Definitions

Safeguarding and promoting the welfare of children means: providing help and support to meet children's needs as soon as problems emerge; protecting children from maltreatment, whether inside or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring children grow up in circumstances consistent with safe and effective care; and taking action to enable all children to have the best outcomes. **Child protection** is the part of safeguarding that focuses on children who are suffering, or are likely to suffer, significant harm. **Child** means anyone under the age of 18. **Parent** means any person with parental responsibility or day-to-day care of the child. **Online platforms** means any system the Academy uses to teach or communicate with pupils, including the Academy's live-lesson platform (currently Microsoft Teams), joined from the Student Portal, the Academy Parent and Student Portals, Academy email and approved learning subscriptions.

5. Roles and Responsibilities

All staff

All staff, including part-time and sessional teachers, volunteers and contractors, will:

- read at least Part One (and Annex B where relevant) of KCSIE and this policy, and confirm this in writing each year;
- be alert to signs of abuse, neglect and exploitation that may be visible on screen, heard in the background, disclosed in chat or written work, or noticed through a change in engagement, appearance or attendance;
- report every concern to the DSL on the same day using the Academy's secure online concern form, and never investigate themselves;
- follow the Live Lesson Protocols at all times;
- never promise a child confidentiality;
- understand the Academy's procedures for children who go missing from live education (see section 15).

The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team with lead responsibility for safeguarding and child protection, including online safety and filtering and monitoring. The DSL will:

- be available, by phone or video call, throughout the Academy day (09:00–15:00 UK time) and have a deputy available when absent;
- receive, record and act on all concerns, deciding on the right course of action;
- make referrals to children's social care, the police or the relevant authority in the pupil's country of residence;
- keep secure, accurate, chronological child protection records;
- liaise with the Headteacher about any police investigation or Section 47 enquiry;
- ensure all staff receive induction and annual safeguarding training, with regular updates throughout the year;
- oversee the Academy's approach to online safety, platform settings, recording and monitoring;
- undertake DSL training every two years and refresh knowledge at least annually.

The Headteacher

The Headteacher will ensure this policy is implemented, that the DSL has the time, funding, training and resources to fulfil the role, and that allegations against staff are managed in line with section 16.

The Board of Trustees

Trustees have strategic responsibility for safeguarding. They will appoint a lead trustee for safeguarding, ensure the Academy follows KCSIE and the OEAS standards as good practice, receive an annual safeguarding report, and ensure that staff and trustees receive appropriate training. The Chair of Trustees deals with any allegation against the Headteacher. Because the Headteacher is also the DSL, any concern about the DSL's handling of a case may be raised directly with the deputy DSL or the Chair of Trustees.

6. Safeguarding in an Online School

Being online does not reduce risk; it changes where risk appears. Staff will be particularly alert to the following.

What staff may see or hear	What it might indicate
Injuries, repeated tiredness, hunger or poor hygiene visible on camera	Physical abuse or neglect
Shouting, threats or distress in the background; a pupil who looks frightened or glances off-screen before answering	Domestic abuse or an unsafe home environment
An unknown adult present during lessons, or a pupil who is never alone	Controlling behaviour, exploitation, or a pupil being coached
Camera refused repeatedly, or long unexplained absences	Concealment of injury, neglect, or a child missing education
Sudden changes in mood, withdrawal or references to self-harm in chat or work	Mental health concerns or abuse
Contact from strangers, gifts, new devices or secret online friends	Grooming or exploitation
Extreme views, conspiracy content or hostile language about groups	Radicalisation (see the Safeguarding: Extremism and Radicalisation Policy)

Staff will never assume that what they see on a screen is the whole picture. Where a pupil's camera is off, staff should still consider whether they have seen or heard enough of the child to be confident they are safe.

7. Abuse, Neglect and Exploitation

All staff will be familiar with the four categories of abuse — **physical abuse, emotional abuse, sexual abuse and neglect** — and with specific safeguarding issues described in KCSIE Annex B, including:

- child sexual exploitation (CSE) and child criminal exploitation (CCE), including county lines;
- online abuse, grooming, sextortion and financially motivated sexual extortion;
- domestic abuse, including children witnessing it;
- honour-based abuse, forced marriage and female genital mutilation (FGM);
- radicalisation and extremism;
- mental health concerns, self-harm and suicidal ideation;
- child-on-child abuse, including cyberbullying and the sharing of nudes and semi-nudes;
- children missing education, private fostering and children with family members in prison. **FGM mandatory reporting:** where a teacher discovers that FGM appears to have been carried out on a girl under 18 in England or Wales, the Academy will report this to the police, in addition to informing the DSL.

8. Child-on-Child Abuse Online

Pupils do not share a building, but they share lessons, breakout rooms and group chats. The Academy has zero tolerance for child-on-child abuse and will never dismiss it as "banter" or "part of growing up". To reduce risk:

- private pupil-to-pupil chat is disabled on Academy platforms; all chat is visible to staff;
- breakout rooms are only used with a member of staff able to drop in, and lesson recordings continue during breakout activities where the platform allows;
- pupils are taught what healthy relationships look like online, and how to report concerns. All reports will be taken seriously, recorded and passed to the DSL. The DSL will consider the needs of the victim and of the alleged perpetrator, and will follow KCSIE Part Five and the Anti-Bullying and Cyberbullying Policy.

Sharing nudes and semi-nudes

Staff who become aware of an incident must not view, copy, print, forward or delete the image, and must not ask a pupil to share it. They will secure any device only if it is safe to do so and refer to the DSL immediately. The DSL will follow the UKCIS guidance, involve parents unless this would put the child at risk, and support pupils to use Report Remove (Childline/IWF) to have images taken down.

9. Online Safety, Filtering and Monitoring

Because the Academy does not provide the internet connection in a pupil's home, our approach combines platform controls, supervision and education:

- pupils use Academy-issued accounts only; access is controlled centrally and can be suspended immediately;
- the live-lesson platform is configured so that only staff can start meetings, admit participants, share screens by default, record, or create breakout rooms;
- lobby (waiting room) settings are used so that only invited Academy accounts can join live lessons;
- live lessons are recorded for safeguarding purposes in line with the Recording of Live Lessons and Use of Images Policy;
- secure assessments are released only to the pupil's class during the test window and are invigilated live, with cameras on;
- the Digital Lead reviews the audit logs of Academy platforms every month and whenever a concern is raised, and passes any safeguarding concern to the DSL the same day;
- parents are offered guidance and help to set up router-level filtering, device parental controls and safe search at home, and to supervise younger children online;
- the DSL reviews filtering and monitoring arrangements at least annually against the DfE Filtering and Monitoring Standards, adapted for online provision. Full detail is set out in the Online Safety and Acceptable Use Policy.

10. Pupils Living Outside England

Many of our pupils live in other countries. The Academy's duty of care does not stop at the border.

- At admission, the Academy records the pupil's country and address of residence, time zone, parents' contact details, and at least two emergency contacts, including one local adult where

possible.

- For each country where pupils live, the DSL maintains an Emergency Contact Register listing the emergency number and the most appropriate child protection or social services contact, and the relevant British Embassy or High Commission consular line.
- Where a pupil living abroad is at immediate risk, staff will contact the local emergency services first, then the DSL.
- For non-emergency concerns about a pupil abroad, the DSL will seek advice from the local child protection authority, the NSPCC and, where appropriate, the Foreign, Commonwealth and Development Office, and will record the reasoning for every decision.
- Where a pupil is a British national abroad and the concern is serious, the DSL may also contact the local authority where the family was last resident in the UK.
- Where it is unclear which local service to contact, the DSL seeks advice from Hounslow Children's Services (see section 2) while making sure the pupil is safe in the meantime.

> **Time zones**
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> Safeguarding concerns are never left until "the UK morning". The DSL or a deputy provides out-of-hours cover for urgent concerns during term time, and staff are given the out-of-hours escalation number at induction. Outside the Academy day, the DSL and deputy DSL share an on-call rota during term time.

11. Pupils Potentially at Greater Risk of Harm

Staff will be especially vigilant for pupils who: have a social worker or are looked-after; have special educational needs or disabilities (whose signs of abuse may be mistaken for their condition); are young carers; are isolated at home without regular contact with other trusted adults; have had previous child protection involvement; or are persistently absent from live lessons. The DSL will ensure these pupils are known to relevant staff and, where appropriate, receive regular welfare check-ins by video call.

12. Early Help

Early help means providing support as soon as a problem emerges. The DSL will consider early help for any pupil showing signs of needing additional support, working with the family and, for pupils in England, the local early help service. For pupils abroad, the Academy will signpost families to appropriate local support and may offer additional pastoral sessions.

13. Responding to Concerns and Disclosures

If a pupil tells you something

- Stay calm, listen, and let the pupil speak freely. Do not ask leading questions.
- If the disclosure happens in a live lesson, move the pupil — with their consent and never alone with unrecorded audio — into a private recorded space, or pause the class and arrange an immediate call with the DSL present.
- Reassure the pupil they have done the right thing, and explain that you must share what they have told you with the people who can help.
- Never promise confidentiality.

- Write a factual record as soon as possible, using the pupil's own words, and submit it to the DSL the same day.

If you are worried but there is no disclosure

Record what you saw or heard, the date, time and lesson, and refer it to the DSL. Small concerns matter: the DSL may be holding other pieces of the picture.

What the DSL will do

Situation	Action
Immediate risk of harm	Contact emergency services in the child's location, then children's social care or the equivalent authority. Inform the Headteacher.
Significant harm suspected	Refer to children's social care (or the local equivalent) within 24 hours. Record the referral and follow up if no response within three working days.
Additional needs, not significant harm	Consider early help, pastoral support and a plan with the family.
No further action	Record the reasoning, continue to monitor, and inform the member of staff who raised the concern.

If the member of staff disagrees with the DSL's decision, they may escalate the concern directly to children's social care; any member of staff can make a referral.

14. Recording and Information Sharing

All safeguarding records are kept in the Academy's secure, access-restricted electronic safeguarding record system, separate from the pupil's general file. Records are factual, dated and signed, and distinguish fact from opinion. Information is shared with other professionals where this is necessary to keep a child safe; the Data Protection Act 2018 does not prevent this. When a pupil leaves, the child protection file is transferred securely to the new school within five school days, and confirmation of receipt is obtained.

15. Children Missing from Live Education

A pupil who does not appear in live lessons may be at risk. The Academy will:

- take a register at the start of every live lesson;
- contact parents on the first day of any unexplained absence, by the end of the morning session;
- escalate to the DSL where a pupil is absent without explanation for two consecutive days, or where there is a pattern of absence or camera refusal that raises concern;
- attempt a welfare video call where contact with the parent cannot be made;
- where a pupil leaves and the Academy does not know where their education will continue, the Academy may share its concern with the relevant local authority as good practice;
- never withdraw a pupil until the Academy knows where the child is continuing their education.

16. Safeguarding Concerns and Allegations about Staff

Allegations that may meet the harm threshold

Any concern that a member of staff, supply teacher, volunteer or contractor may have harmed a child, committed a criminal offence against a child, behaved in a way that indicates they may pose a risk of harm, or behaved in a way that indicates they may not be suitable to work with children, must be reported to the Headteacher immediately (or to the Chair of Trustees if the concern relates to the Headteacher). The Headteacher will consult the local authority's allegations officer within one working day and follow KCSIE Part Four. Where a person is removed from regulated activity because of harm to a child, the Academy will make a referral to the Disclosure and Barring Service and, for teachers, consider a referral to the Teaching Regulation Agency.

Low-level concerns

A low-level concern is any concern — no matter how small — that an adult may have acted in a way inconsistent with the Live Lesson Protocols, but that does not meet the harm threshold. Examples online include: contacting a pupil outside Academy platforms; one-to-one video calls without recording or authorisation; overly familiar language in chat; or sharing personal social media. Low-level concerns are reported to the Headteacher, recorded, and reviewed for patterns. Staff are encouraged to self-report.

17. Safer Recruitment and the Single Central Record

The Academy follows the safer recruitment section of the Child Protection and Safeguarding Policy. All staff who teach pupils live are subject to an enhanced DBS check with barred list check, identity and right-to-work checks, two references, verification of qualifications, and prohibition-from-teaching checks. Staff who have lived or worked overseas are subject to overseas checks. Staff who work remotely from outside the UK are subject to equivalent checks and must still meet every UK safeguarding requirement. A Single Central Record is maintained and reviewed termly by the Headteacher and the safeguarding trustee.

18. Training

Who	What	How often
All staff and volunteers	Safeguarding and child protection induction, including online safety, remote-teaching risks and this policy	On appointment, before teaching
All staff	Safeguarding update, KCSIE changes, and extremism and radicalisation awareness	At least annually, with termly briefings
DSL and deputies	Designated safeguarding lead training, including filtering and monitoring	Every two years, with annual refresh
Trustees	Safeguarding governance training	On appointment and at least every two years
Recruitment panels	Safer recruitment training	Every three years

19. Pupils and Parents

Pupils are taught, in age-appropriate ways, about keeping safe, healthy relationships, boundaries, modesty and protection from exploitation, online safety and how to report concerns, through PSHE, Islamic Studies, form time and assemblies. Every pupil knows how to contact a trusted adult at the Academy, including through the Help page of the Student Portal, which shows the safeguarding contact clearly. Parents are informed of this policy at admission and are expected to support safe learning at home, including supervising younger children's device use.

20. Monitoring and Review

This policy is reviewed at least annually by the DSL and Headteacher and approved by the Headteacher and agreed with the Chair of Trustees, and sooner if legislation or guidance changes, or following a serious incident. The DSL provides a termly safeguarding report to trustees covering the number and nature of concerns, referrals, training and any lessons learned.

Appendix A — Online Safeguarding Quick Guide for Staff

If this happens in a live lesson	Do this
A pupil discloses abuse in chat or aloud	Acknowledge calmly, do not question further in front of the class, arrange immediate private recorded follow-up, tell the DSL straight away
You see an injury or something worrying in the background	Note time and detail, do not comment in front of peers, report to the DSL the same day
An unknown adult or older child joins the lesson	Remove them from the meeting, lock the lesson, report to the DSL
Inappropriate or explicit content is shared	End the screen share, remove the participant, do not save or forward the content, report to the DSL immediately
A pupil appears to be in immediate danger	Contact emergency services in the pupil's location, then the DSL
A pupil misses lessons and cannot be reached	Follow section 15 and escalate to the DSL

Approved by: Ustadh Abu Zayn Haneef Sandhar, Headteacher · Next review due: 31 August 2027 · Tarbiyyah Global Academy · A specialist education, rooted in faith