

## Safeguarding Policy

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## Safeguarding Policy

### A General Policy Statement

1. The Madrasah has a statutory and moral duty to ensure that the Madrasah functions with a view to safeguarding and promoting the welfare of children receiving education at the Madrasah.
2. The Madrasah has used the Statutory Guidance “Keeping Children Safe in Education” published by the Secretary of State for Education in July 2015 as the basis of the current document.
3. Throughout these policies and procedures, reference is made to “children”. This term is used to mean “those under the age of 18”. The SMT recognises that some adults are also vulnerable to abuse, accordingly, the procedures may be applied (with appropriate adaptations) to allegations of abuse and the protection of vulnerable adults. A vulnerable adult is defined in 'No Secrets' (the Government's Guidance on Adult Abuse) as “a person aged 18 years or over, who is in receipt of or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.”
4. The management is committed to ensuring that the Madrasah provides:
  - 4.1. Prevention by providing a safe environment for children to learn in e.g. robust staff recruitment, policies, procedures, positive Madrasah atmosphere, teaching and pastoral support for students.
  - 4.2. Protection by identifying children who are suffering, or likely to suffer significant harm, e.g. by neglect, physical injury, sexual abuse or emotional abuse.
  - 4.3. Support by taking appropriate action to see that such children are kept safe, both at home and at the Madrasah.
5. In pursuit of these aims, Muslim School will approve and annually review policies and procedures with the aim of:
  - 5.1. Raising awareness of issues relating to the welfare of children and the promotion of a safe environment for the children learning within the Madrasah.
  - 5.2. Following procedures to ensure staff are trained and supported to respond appropriately and sensitively to Safeguarding concerns.
  - 5.3. Aiding the identification of children and young people at risk of significant harm, and providing procedures for reporting concerns;
  - 5.4. Establishing procedures for reporting and dealing with allegations of abuse against members of staff;
  - 5.5. The safe recruitment of staff.
6. **Hafeez Katib has** been nominated with special responsibility for safeguarding issues.
7. The Head and all staff working with children will receive adequate training to familiarise them with safeguarding issues and responsibilities and the Madrasah’s procedures and policies, with refresher training at least every 3 years. There is a member of the Madrasah’s senior management team with special responsibility for safeguarding issues (the designated senior member of staff with lead responsibility for safeguarding is **Hafeez Katib** as Safeguarding Officer). He is assisted by other members of staff with responsibility for safeguarding.
8. The Madrasah recognises the following as definitions of abuse:
  - 8.1. **Physical Abuse:** Physical abuse causes harm to a child’s person. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent injury occurring. It can also occur when a parent or carer feigns the symptoms of or deliberately causes ill health to a child whom they are looking after. It can include the deliberate and malicious withholding of physical needs.

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- 8.2. **Neglect:** Neglect is the persistent or severe failure to meet a child or young person's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. It may involve a failure to provide adequate food clothing or shelter, failing to protect a child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also involve neglect of, or inadequate response to, a child's basic emotional needs.
- 8.3. **Sexual Abuse:** Sexual abuse involves a child or young person being forced or coerced into participating in or watching sexual activity. It is not necessary for the child to be aware that the activity is sexual and the apparent consent of the child is irrelevant. The acts may involve physical contact including penetrative or non penetrative acts. They may involve non-contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
- 8.4. **Emotional Abuse:** Emotional abuse occurs where there is persistent emotional ill treatment or rejection such as to cause serious and adverse effects on the child's or young person's behaviour and emotional development, resulting in low self worth. It may involve conveying to children that they are worthless or unloved, or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is present in all forms of abuse. Appendix 1 contains further details on indicators of abuse.
- 8.5. **Cyber Bullying** (Please refer to the Cyber Bullying Policy).
- 8.6. For more information/guidance on any of the following safeguarding issues, please visit [www.nspcc.org.uk](http://www.nspcc.org.uk). These topics should also be explored in various PSHE modules within the Madrasah, bearing in mind age appropriateness.
- Child sexual exploitation (CSE)
  - Bullying, including cyberbullying (also see our anti-bullying policy)
  - Domestic Violence
  - Drugs
  - Fabricated or Induced Illness (FII)
  - Faith abuse
  - Female Genital Mutilation (FGM)
  - Forced Marriages
  - Gangs and Youth Violence
  - Gender based violence
  - Mental health
  - Private fostering
  - Radicalisation
  - Sexting
  - Teenage relationship abuse
  - Trafficking

Parents should be aware that the Madrasah will, insha`Allah, take any reasonable action to ensure the safety of its pupils. Cultural practices must be overlooked if they prejudice the safety of any child at the Madrasah. **Parents will not always be informed of child protection concerns unless staff are certain that the safety of the child will not be prejudiced by their doing so. Parents must also understand that cases may be referred to outside agencies, e.g. the local social services department, in the interests of the child.**

9. Additionally, the Head notes and draws to the attention of the Madrasah staff the criminal offences that may be committed in connection with the welfare of children, in particular those involving abuse of trust which prohibits staff from engaging in or encouraging sexual activity with students who are under the age of 18 or vulnerable.

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### **B Designated Staff with Responsibility for Safeguarding**

#### **Senior Staff Member with Lead Responsibility**

The designated senior member of staff with lead responsibility for safeguarding issues is:

**Hafeez Katib (Safeguarding Officer)**

**Tel: 07876293069**

**email: [hafk@microdatamanagement.com](mailto:hafk@microdatamanagement.com)**

He has a key duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of children and young people, and the promotion of a safe environment for the children and young people learning within the Madrasah.

He has received training in safeguarding issues and inter-agency working, as required by the safeguarding children board, and will receive refresher training at least every 2 years. He should keep up to date with developments in safeguarding issues. The designated senior member of staff is responsible for:

- Overseeing the referral of cases of suspected abuse or allegations to the Local Children's Social Services Department.
- Providing advice and support to other staff on issues relating to safeguarding
- Maintaining a proper record of any safeguarding referral, complaint or concern (even where that concern does not lead to a referral)
- Ensuring that parents of children and young people within the Madrasah are aware of the Madrasah's safeguarding policy
- Liaising with other Madrasahs which send pupils to this Madrasah to ensure that appropriate arrangements are made for the pupils
- Liaising with employers and training organisations that receive children or young people from the Madrasah on long term placements to ensure that appropriate safeguards are put in place
- Ensuring that staff receive basic training in safeguarding issues in line with paragraph 8 of the General Policy Statement and are aware of the Madrasah safeguarding procedures.

### **Designated Staff Members**

Designated members of staff with responsibility for safeguarding issues are:

**Zubeir Hassam & Hafeez Katib**

These staff members:

- Will know how to make an appropriate referral
- Will be available to provide advice and support to other staff on issues relating to safeguarding
- Have particular responsibility to be available to listen to children and young people studying at the Madrasah
- Will deal with individual cases, including attending case conferences and review meetings as appropriate.
- Have received training in child protection issues and inter-agency working, as required by the LSCB (Local Safeguarding Children Board), and will receive refresher training at least every 2 years

### **Designated Trustee:**

The designated trustee of the Madrasah with responsibility for safeguarding issues is ?

- Ensuring that the Madrasah has procedures and policies which are consistent with the Local Safeguarding Children Board's procedures
- Ensuring that the Madrasah policy on safeguarding each year is considered every year.

### **Training for designated Staff**

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The DSP is responsible for ensuring staff including him/herself receive training in the area of child protection.

Name of Member/Governor	When attended?	Provided by whom
?	?	?
?	?	?
?	?	?
?	?	?

### Training for whole Madrasah

Whole staff training in the area of child protection including an overview of the Framework for Assessment was carried out on:

Name of Member	When attended?	Provided by whom
All teaching /support and welfare staff	?	?

### C Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

The following procedure should be followed should a safeguarding concern arise. This is regardless of the severity of the case. If there is any risk of serious harm to the child, a referral should be made to social care and safeguarding. Remember, **anybody** can make a referral

If a child or young person tells a member of staff about possible abuse:

#### DO:

- Stay calm and reassuring
- Listen to and take what the pupil says seriously
- Tell the pupil that she/he is right to tell someone
- Let him/her know that you understand how difficult it is to talk about such experiences
- Arrange a place and time where you can talk privately and uninterrupted as soon as possible
- Explain that you will need to involve other people and why
- Be supportive
- Give realistic encouragement
- Allow pupil to speak
- Make written record of what is said by the pupil – unprompted
- Follow the Madrasah's internal channels of communication in relation to safeguarding
- Follow the Madrasah and LSCB Protection procedures
- Talk to someone about your feelings and seek support for yourself
- Let the pupil know that she/he is not to blame

#### DO NOT:

- Promise confidentiality
- Make promises or reassurances you cannot keep
- Press for details or ask leading questions which may invalidate court proceedings
- Ask the pupil to repeat the details unnecessarily
- React emotionally
- Interrupt or stop a pupil during a disclosure
- Underestimate your role as a trusted adult
- Forget to make time and seek support for yourself

Staff should not investigate concerns or allegations themselves, but should report them immediately to the Designated Person. The Designated Person will make a referral in accordance with LSCB guidelines. Generally staff other than the Designated Person

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or Principal should not make referrals, however if after discussion with the Designated Person a member of staff believes that a referral should be made

### **Confidentiality**

Any child or young person who wishes to disclose must be informed that the member of staff has a professional responsibility to share the relevant information about the protection of the child with other professionals. If a child or young person confides in a member of staff and asks for the information to be kept secret they must be informed that the member of staff has a responsibility to share the information with someone who can help. This needs to be done with care and sensitivity and the child or young person needs to be reassured that the matter will only be discussed with people who need to know.

### **Safeguarding Conferences**

The Madrasah will endeavour to be represented at all Safeguarding Conferences and will inform the member of staff who attends as fully as possible about the Madrasah's concerns. If the Madrasah is unable to be represented at the Safeguarding Conference, a written report will be submitted.

### **Supporting Students at Risk**

Statistically children or young people with behavioural difficulties and disabilities are most vulnerable to abuse. Madrasah staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

### **When to be concerned**

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- FGM –Female Genital Mutilation
- Extremism

All staff and volunteers should be concerned about a child if he/she presents him/herself with indicators of possible significant harm – see Appendix 1 for details.

### **SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING**

Our safeguarding policy above through the Madrasah's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our Madrasah keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues and to include such issues in an age appropriate way in their curriculum.

Our Madrasah works with and engages with our families and communities to talk about such issues where necessary.

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Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Lead knows where to seek and get advice as necessary.

Our Madrasah brings in experts and uses specialist material to support the work we do.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (a full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'.

### **SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM,**

1. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
2. IPS values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm towards others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in an activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. IPS is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

The Madrasah seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to an Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

### **PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF DESIGNATED STAFF MEMBER**

The DSM for the Madrasah is **Zubeir Hassam**(also CPO) who is responsible for:

- Ensuring that staff at the Madrasah are aware that he is the DSM in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of IPS in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the Madrasah's curriculum and assembly to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the Madrasah about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;

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- Acting as the first point of contact within the Madrasah for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;

Collating relevant information in relation to referrals of vulnerable pupils

CONSTABULARY Counter- Terrorism Unit : Michelle **Wilson. 8309**

**Prevent Officer**

**Spinney Hill Police Station**

**Tele: 0116-2486770**

**Mob: 07595005768**

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- Sharing any relevant additional information in a timely manner.

CONSTABULARY Counter-Terrorism Unit aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability

### **D Reporting and Dealing with Allegations of Abuse Against**

#### **Members of Staff**

The procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. The word "staff" is used for ease of description.

#### 1. Introduction

- 1.1. In rare instances, staff from educational institutions have been found responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. The Madrasah recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and those investigations are thorough and not subject to delay.
- 1.2. The Madrasah recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the Madrasah will do so with sensitivity and will act in a careful, measured way.

#### 2. Receiving an Allegation

- 2.1. A member of staff who receives an allegation about another member of staff should follow the guidelines in Part C for dealing with disclosure.
- 2.2. The allegation should be reported immediately to the Head, unless the Head is the person against whom the allegation is made, in which case the report should be made to the Designated Senior Person. The Head (or designated person if the allegation is against the Head) should:
  - 2.2.1. Obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the Head (or designated person).
  - 2.2.2. Record information about times, dates, locations and names of potential witnesses.

#### 3. Initial Assessment by The Head (or designated person)

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The Head (or designated person) should make an initial assessment of the allegation, consulting with the Senior Staff Member with Lead Responsibility [or the Designated Governor] as appropriate. Where the allegation is considered to be either a potential criminal act or indicates that the child has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to Local Children's Social Services and if appropriate the Police.

- 3.1. It is important that the Head (or designated person) does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation and if so by whom (see criteria at paragraph 3.1).
- 3.2. Other potential outcomes are:
  - 3.2.1. The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child. The matter should be addressed in accordance with the Madrasah disciplinary procedures.
  - 3.2.2. The allegation can be shown to be false because the facts alleged could not possibly be true.

#### 4. Enquiries and Investigations

- 4.1. Safeguarding enquiries by Social Services or the police are not to be confused with internal, disciplinary enquiries by the Madrasah. The Madrasah may be able to use the outcome of external agency enquiries as part of its own procedures. The safeguarding agencies, including the police, have no power to direct the Madrasah to act in a particular way; however, the Madrasah should assist the agencies with their enquiries.
- 4.2. The Madrasah shall hold in abeyance its own internal enquiries while the formal police or social services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform with the existing staff disciplinary procedures.
- 4.3. If there is an investigation by an external agency, for example the police, the Head (or designated person) should normally be involved in, and contribute to, the inter-agency strategy discussions. The Head (or designated person) is responsible for ensuring that the Madrasah gives every assistance with the agency's enquiries. He/she will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Head (or designated person) shall advise the member of staff that he/she should consult with a representative, for example, a trade union.
- 4.4. The Head (or designated person) will consult with Social Services, the police or the Local LSCB, particularly in relation to timing and content of the information to be provided, and shall:
  - 4.4.1. Ensure that the parents/carers of the child making the allegation have been informed that the allegation has been made and what the likely process will involve.
  - 4.4.2. Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
  - 4.4.3. Inform the Chair of governor of the allegation and the investigation.
- 4.5. The Head (or designated person) shall keep a written record of the action taken in connection with the allegation.

#### 5. Suspension of Staff

- 5.1. Suspension should not be automatic. In respect of staff other than the Head, suspension can only be carried out by the Head or the Madrasah coordinators. In respect of the Head, suspension can only be carried out by the joint coordinators
- 5.2. Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary act and shall be on full pay. Consideration should be given to alternatives: eg paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.
- 5.3. Suspension should only occur for a good reason. For example:

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- 5.3.1. Where a child is at risk.
- 5.3.2. Where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.
- 5.3.3. Where necessary for the good and efficient conduct of the investigation.
- 5.4. If suspension is being considered, the member of staff should be encouraged to seek advice, for example from a trade union.
- 5.5. Prior to making the decision to suspend, the Head (Chair or Vice Chair of Trustees) should interview the member of staff. This should occur with the approval of the appropriate agency identified by the LSCB. In particular, if the police are engaged in an investigation the officer in charge of the case should be consulted.
- 5.6. The member of staff should be advised to seek the advice and/or assistance of his/her trade union and should be informed that they have the right to be accompanied by a work colleague or trade union representative. The member of staff should be informed that an allegation has been made and that consideration is being given to suspension. It should be made clear that the interview is not a formal disciplinary hearing, but solely for raising a serious matter which may lead to suspension and further investigation.
- 5.7. During the interview, the member of staff should be given as much information as possible, in particular the reasons for any proposed suspension, provided that doing so would not interfere with the investigation into the allegation. The interview is not intended to establish the member of staff's innocence or guilt, but give the opportunity for the member of staff to make representations about possible suspension. The member of staff should be given the opportunity to consider any information given to him/her at the meeting and prepare a response, although that adjournment may be brief.
- 5.8. If the Head (or joint coordinators) considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be despatched as soon as possible and ideally within one working day.
- 5.9. Where a member of staff is suspended, the Head (or joint coordinators) should address the following issues:
  - 5.9.1. The Chair of the Trustees should be informed of the suspension in writing.
  - 5.9.2. The Head should receive a report that a member of staff has been suspended pending investigation; the detail given to the coordinators should be minimal.
  - 5.9.3. Where the Head has been suspended, the joint coordinators will need to take action to address the management of the Madrasah.
  - 5.9.4. The parents/carers of the child making the allegation should be informed of the suspension. They should be asked to treat the information as confidential. Consideration should be given to informing the child making the allegation of the suspension.
  - 5.9.5. Senior staff who need to know of the reason for the suspension should be informed.
  - 5.9.6. Depending on the nature of the allegation, the Head should consider with the designated coordinator whether a statement to the students of the Madrasah and/or parents/carers should be made, taking due regard of the need to avoid unwelcome publicity.
- 5.10. The Head shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The LSCB and external investigating authorities should be consulted.
- 5.11. The suspended member of staff should be given appropriate support during the period of suspension. He/she should also be provided with information on progress and developments in the case at regular intervals.

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5.12. The suspension should remain under review in accordance with the Madrasah disciplinary procedures.

### 6. The Disciplinary Investigation

6.1. The disciplinary investigation should be conducted in accordance with the existing Madrasah Disciplinary Procedures.

6.2. The member of staff should be informed of:

6.2.1. The disciplinary charge against him/her.

6.2.2. His/her entitlement to be accompanied or represented by a trade union representative or work colleague.

6.3. Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension should be lifted immediately and arrangements made for the member of staff to return to work. It may be appropriate to offer counselling.

6.4. The child or children making the allegation and/or their parents should be informed of the outcome of the investigation and proceedings. This should occur prior to the return to Madrasah of the member of staff (if suspended).

6.5. The Head (or designated person) should give consideration to what information should be made available to the general population of the Madrasah.

### 7. Allegations without foundation

7.1. Obviously false allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the LSCB Team in order that other agencies may act upon the information.

7.2. In consultation with the designated senior member of staff and/or the designated Trustee, the Head shall:

7.2.1. Inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or safeguarding action will be taken. Consideration should be given to offering counselling and support in order to rebuild the member of staff's confidence.

7.2.2. Inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.

7.2.3. Where the allegation was made by a child other than the alleged victim, consideration to be given to informing the parents/carers of that child.

7.2.4. Prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

7.2.5. In some circumstances consideration should be given to broader disclosure of details of the outcome of the investigations, for example if the matter is of general importance, has become common knowledge or the subject of general gossip. There is a need to provide accurate details for public information.

### 8. Records

8.1. It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file. Where the allegation is found to be without foundation, a record of the allegation, investigation and outcome should be retained.

8.2. If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed about the Madrasah's statutory duty to inform the Secretary of State for Education under the "List 99" procedures.

### 9. Monitoring Effectiveness

9.1. Where an allegation has been made against a member of staff, the designated Trustee, together with the senior staff member with lead responsibility should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the Madrasah's procedures and/or

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policies and/or which should be drawn to the attention of the Local LSCB. Consideration should also be given to the training needs of staff.

### **E Recruitment and Selection Procedures**

These procedures apply to the recruitment and selection of staff whether employed or voluntary.

#### **Recruitment**

1. Recruitment procedures will follow the guidelines set out below in order to minimise the risk of attracting applicants who may, because of a previous conviction, be unsuitable for a post involving significant and direct contact with children and vulnerable adults.
2.
  - 2.1. All posts will be clearly defined in terms of a detailed job description and applicant profile.
  - 2.2. Key selection criteria will be identified.
  - 2.3. Documentary evidence will be required for academic and vocational qualifications.
  - 2.4. Professional and character references will be required to, amongst other things, verify the candidates employment history. At least one satisfactory reference, written or telephone reference, to be obtained prior to commencement of employment.
  - 2.5. A range of selection techniques will be adopted to include (but not be limited to) interview and reference checks.
3. All candidates applying for employment with the Madrasah must give, on the Staff Application form for employment, a declaration of any criminal record before short listing of candidates is considered. Those seeking voluntary engagement with the Madrasah will also be required to give, on the Staff Application form for employment, a declaration of any criminal record before being permitted to carry out any form of work at the Madrasah.
4. Applicants who declare a criminal record must give written details of any convictions in an envelope marked "Private & Confidential" which will be available to the Chair of the Interview Panel Only if short listed will the contents of the envelope be considered. Where a candidate is not short listed the envelope will be returned un-opened to the applicant

#### **Appointment**

5. All successful candidates for a post which involves direct contact with young people and vulnerable adults will be checked immediately on List 99 by the HR team and will be required to undertake either an "Enhanced" Disclosure & Barring Service (DBS) check using the DBS application form.
6. It is the responsibility of the successful candidate to ensure that the DBS check is undertaken and received by the Madrasah prior to commencement of employment unless constant supervision whilst employed can be guaranteed. Failure to comply with this requirement may result in the employee's Contract of Employment not being confirmed and ultimately, termination of employment.
7. "Enhanced" DBS checks will be required for the following posts and the timescale for the DBS check in relation to engagement is specified. (Note that this list is not exhaustive and may be amended from time to time at the discretion of the Madrasah) Supervised contact is defined as no direct contact with students who are aged under 18 or vulnerable adults including face to face, telephone, internet, email or text messaging.

#### **DBS requirements:**

The following groups involved with the Madrasah are required to have a enhanced DBS check before appointment unless subject to a supervision plan (see below):

- All members of teaching staff
- All ancillary staff
- All volunteers

#### **Supervision plans:**

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In rare cases the Madrasah may be compelled to appoint a member of staff prior to receiving a completed enhanced DBS, in such cases the Madrasah will ensure that "list 99" checks are carried out immediately and a supervision plan is drawn up to ensure constant supervision of the new appointment until a satisfactory disclosure is received.

### Responsibility

It is the responsibility of the Head to ensure that no individual is engaged by the Madrasah where such an individual is required not to commence employment prior to appropriate DBS clearance being received.

The SMT will be responsible for ensuring that no unsupervised contact with students who are under 18 is permitted of staff in the conduct of their normal duties in those categories detailed above until the appropriate level of DBS clearance has been received by the Madrasah. The Head will advise the appropriate Line Manager when clearance or otherwise is received by the Madrasah.

Similarly staff are responsible for those areas of Madrasah activity within which volunteer work takes place; ensuring that there is no unsupervised contact with students who are under 18, until DBS clearance has been received by the Madrasah.

In respect of obtaining DBS disclosures for all groups of individuals involved with the Madrasah

A declaration should be made by all staff engaged at the Madrasah in respect of offences that may have occurred subsequent to the date of appointment, on a staff update form which can be obtained by [the admin](#) upon request.

### Included within the policy are a number of appendices:

- Appendix 1 Indicators of abuse
- Appendix 2 Template - Chronology
- Appendix 3 Template - Logging a concern about a child - form
- Appendix 4 Body map and guidance
- Appendix 5 Safeguarding Children Database
- Appendix 6 Useful Numbers
- Appendix 7 Template: Detailed Concerns
- Appendix 8 Confirmation of receipt of Policy

## Safeguarding Policy

### APPENDIX 1

#### INDICATORS OF ABUSE

(DfE 'What to do if you're worried a child is being abused' Advice for practitioners, published March 2015 – Signs and symptoms)

##### Signs of possible child abuse

It is important to remember that lists such as the one below are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances.

There can be an overlap between all the different forms of child abuse and all or several can co-exist.

#### 1. PHYSICAL ABUSE

##### Signs of possible physical abuse

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries, or delay in reporting them.
- Excessive physical punishment.
- Arms and legs kept covered in hot weather
- Fear of returning home.
- Aggression towards others.
- Running away

When considering the possibility of non-accidental injury it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

#### 2. PHYSICAL NEGLECT

##### Signs of possible physical neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness and/or unexplained non-attendance at Madrasah
- Untreated medical problems
- Low self-esteem
- Poor peer relationships
- Stealing

#### 3. EMOTIONAL ABUSE

##### Signs of possible emotional abuse

- Low self-esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration

## Safeguarding Policy

- Socio-emotional immaturity
- 'Neurotic' behaviour (eg. rocking, head banging)
- Self-mutilation
- Compulsive stealing
- Extremes of passivity or aggression
- Running away
- Indiscriminate friendliness

#### 4. SEXUAL ABUSE

Signs of the sexually abused child

Not all children are able to tell parents that they have been assaulted. Changes in behaviour may be a signal that something has happened.

These are general indicators that the child may be troubled though not necessarily about a sexual assault. The child may have some of these problems or none at all. It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour.

It is important to remember that in sexual assault there may well be no physical or behavioural signs.

#### Signs of possible sexual abuse

- Lack of trust in adults or over-familiarity with adults
- Fear of a particular individual
- Social isolation – withdrawal or introversion
- Sleep disturbance (nightmares, irrational fears)
- Running away from home
- Reluctance or refusal to participate in physical activity or to change clothes for physical activities
- Low self-esteem
- Drug, alcohol or solvent abuse
- Display of sexual knowledge beyond the child's years
- Unusual interest in the genitals of adults or children or animals
- Expressing affection in inappropriate ways, eg 'French kissing'
- Fear of bathrooms, showers, and closed doors
- Abnormal sexualised drawing
- Fear of medical examinations
- Developmental regression
- Poor peer relations
- Over-sexualised behaviour
- Compulsive masturbation
- Stealing
- Psychosomatic factors, eg. recurrent abdominal pain or headache
- Sexual promiscuity

#### B Physical/Medical

- Sleeplessness, nightmares, fear of the dark
- Bruises, scratches, bite marks on top of the thighs or genital areas
- Itch, soreness, discharge, unexplained bleeding from the rectum or penis
- Pain on passing urine or recurrent urinary infection
- Stained underwear
- Unusual genital odour
- Anxiety/depression
- Eating disorder, eg anorexia nervosa or bulimia

## Safeguarding Policy

- Discomfort/difficulty in walking or sitting
- Venereal disease, sexually transmitted diseases
- Soiling or wetting in children who have been trained
- Self- mutilation/suicide attempts

## Safeguarding Policy

### APPENDIX 2

### Chronology

**CONFIDENTIAL**

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Class:
Date	Information/Details of concerns or contact	Print Name and Signature

## Safeguarding Policy

### APPENDIX 3

#### Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>CLASS:</b>		
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>			
<b>Name:</b> ..... <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>Print</b></td> <td style="width: 50%; border: none;"><b>Signature</b></td> </tr> </table>			<b>Print</b>	<b>Signature</b>
<b>Print</b>	<b>Signature</b>			
<b>Job Title:</b>				
<b>Note the reason(s) for recording the incident.</b>				
<b>Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</b>				
<b>Professional opinion where relevant (how and why might this have happened)</b>				
<b>Note actions, including names of anyone to whom your information was passed.</b>				
<b>Any other relevant information (distinguish between fact and opinion).</b>				

**Check to make sure your report is clear to someone else reading it.**

**ALL verbal conversations should be recorded in writing**

**Please pass this form to your Designated Person for Child Protection.**

## Safeguarding Policy

Part 2 (for use by Designated Person)

<p><b>Time and date information received by DP, and from whom.</b></p>	
<p><b>Any advice sought by DP (date, time, name, role, organisation and advice given).</b></p>	
<p><b>Action taken (referral to WSCB/children's social care/monitoring advice given to appropriate staff/EHAF etc) with reasons.</b></p> <p><b>Note time, date, names, who information shared with and when etc.</b></p>	
<p><b>Parent's informed Y/N and reasons.</b></p>	
<p><b>Outcome</b></p> <p><b>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</b></p>	
<p><b>Where can additional information regarding child/incident be found (eg pupil file, serious incident book)?</b></p>	
<p><b>Should a concern/confidential file be commenced if there is not already one? Why?</b></p>	
<p><b>Signed</b></p>	
<p><b>Printed Name</b></p>	

**Logging concerns/information shared by others external to the Madrasah (Pass to Designated Person)**

## Safeguarding Policy

<b>Pupil's Name:</b>	<b>Date of Birth:</b>
	<b>FORM:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time of receipt of information:</b>
	<b>Via letter / telephone etc?</b>
<b>Recipient (and role) of information:</b>	
<b>Name of caller/provider of information:</b>	
<b>Organisation/agency/role:</b>	
<b>Contact details (telephone number/address/e-mail)</b>	
<b>Relationship to the child/family:</b>	
<b>Information received:</b>	
<b>Actions/Recommendations for the Madrasah:</b>	
<b>Outcome:</b>	
<b>Name:</b>	
<b>Signature:</b>	
<b>Date and time completed:</b>	
<b>Counter Signed by Designated Person</b>	
<b>Name:</b>	
<b>Date and time:</b>	

(Check to make sure your report is clear now and would also be clear to an outside agency)

## Safeguarding Policy

### APPENDIX 4

#### Body Map Guidance for Madrasahs

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

**Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.**

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or Madrasah be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services or the child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified eg red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, eg upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, eg round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the child's concern/confidential file.

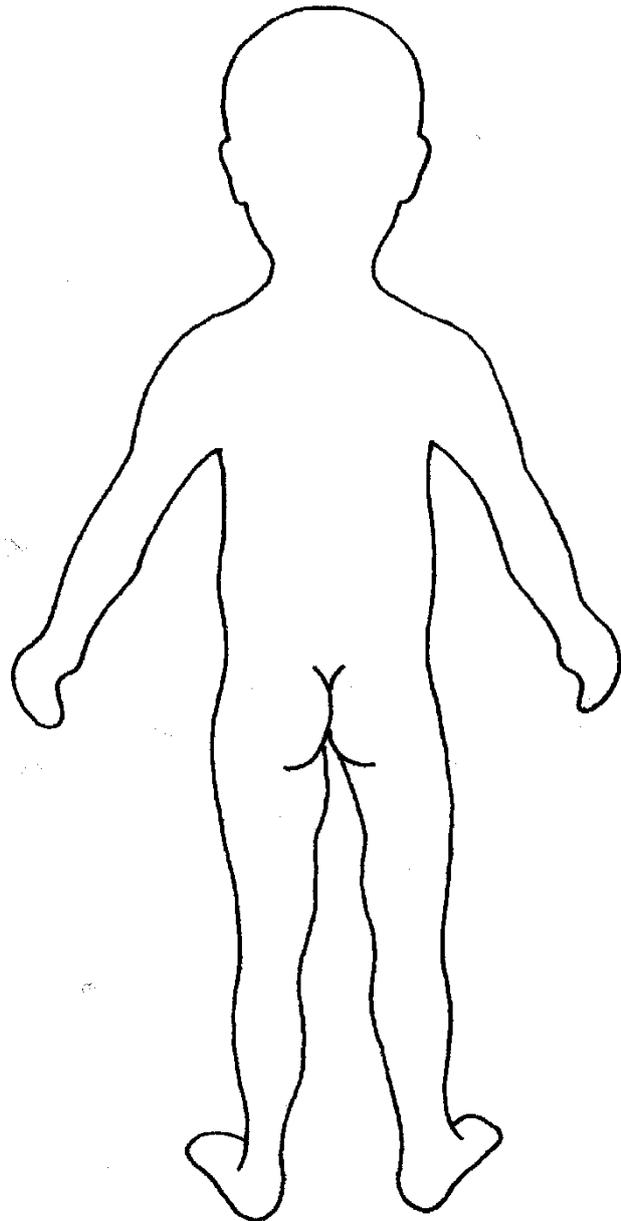
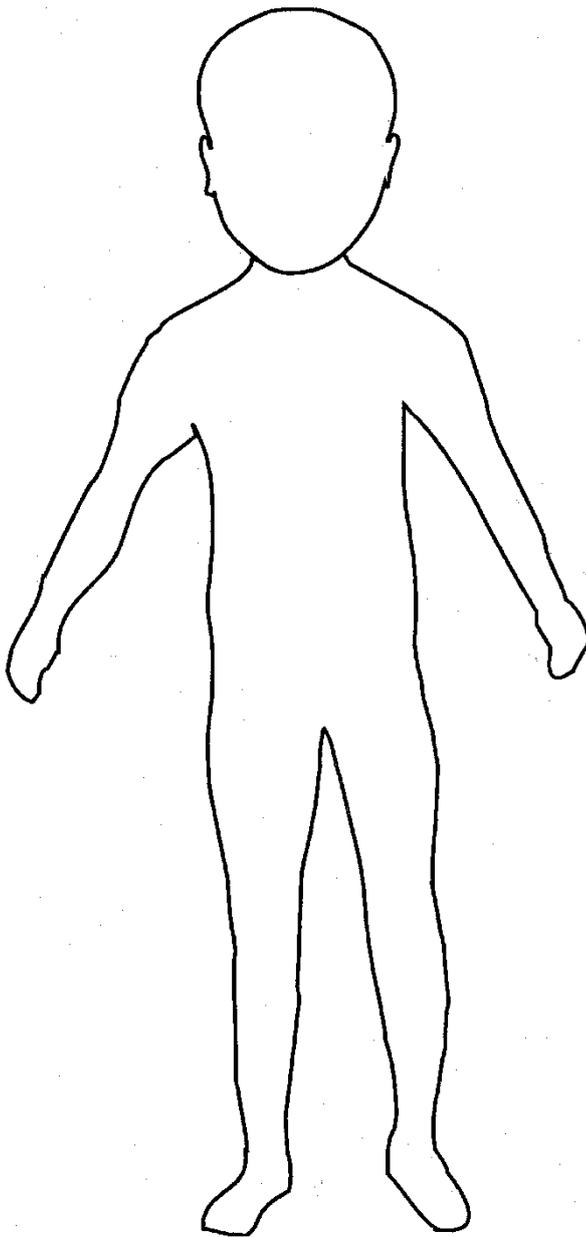
## Safeguarding Policy

(This must be completed at time of observation)

Name of Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Name of Worker: \_\_\_\_\_ Agency: \_\_\_\_\_

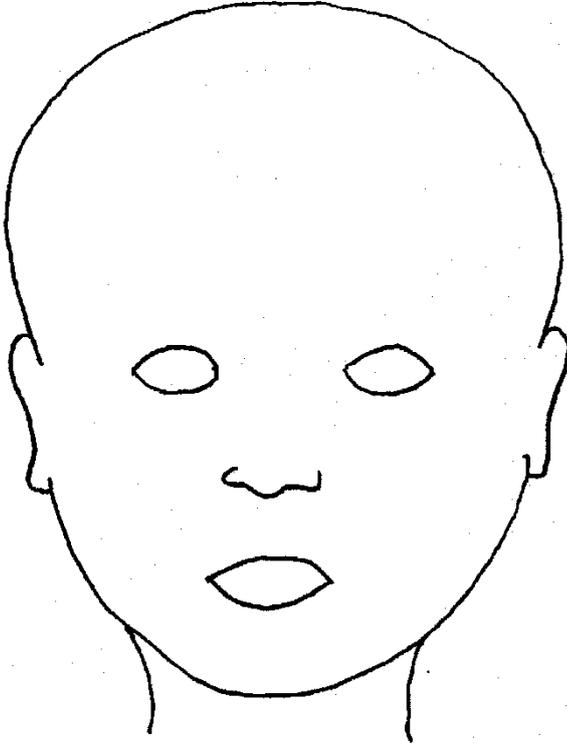
Date and time of observation: \_\_\_\_\_



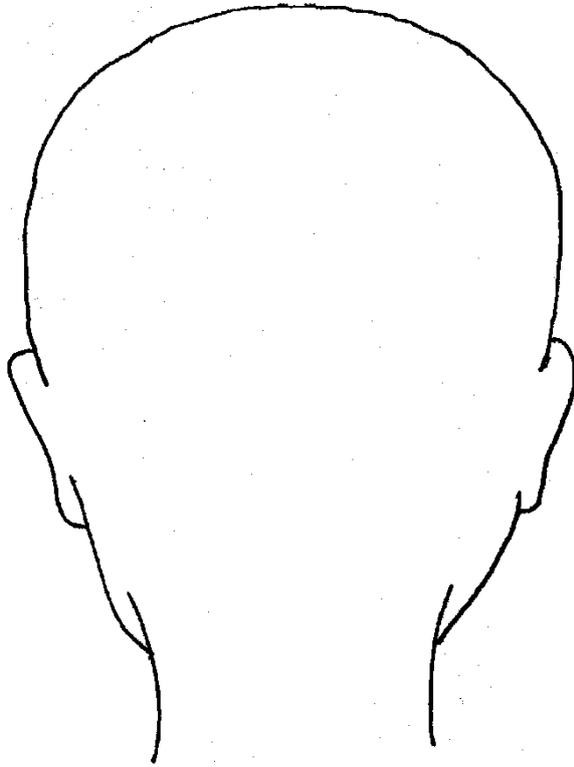
## Safeguarding Policy

Name of Child: \_\_\_\_\_

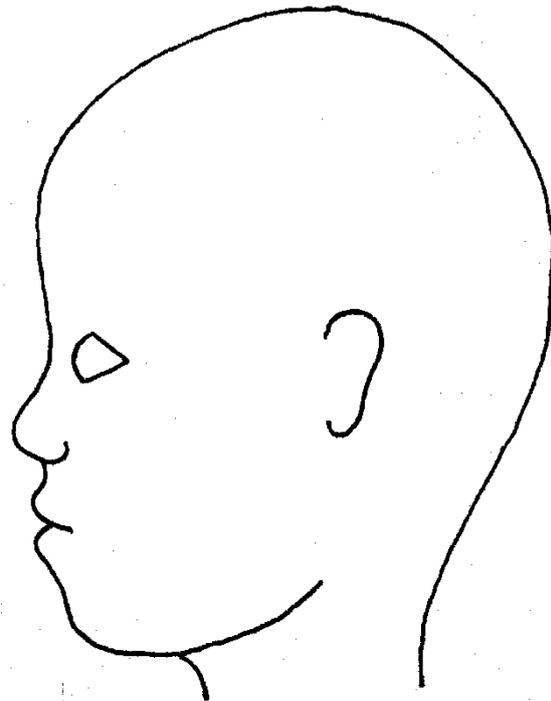
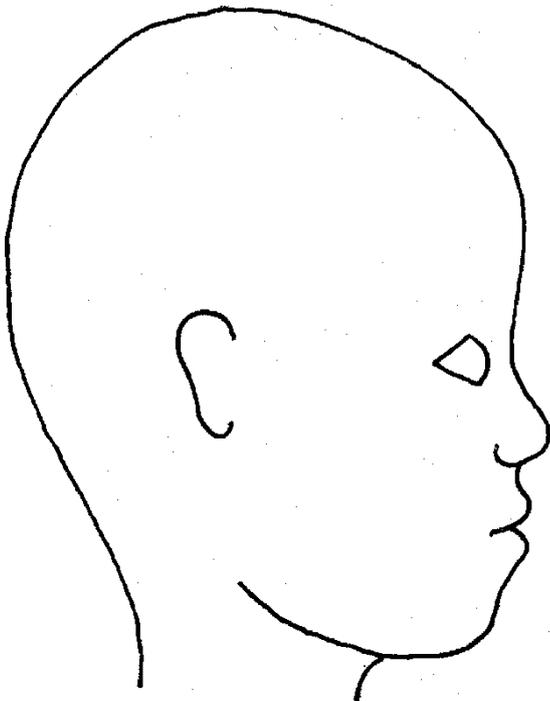
Date of observation: \_\_\_\_\_



FRONT



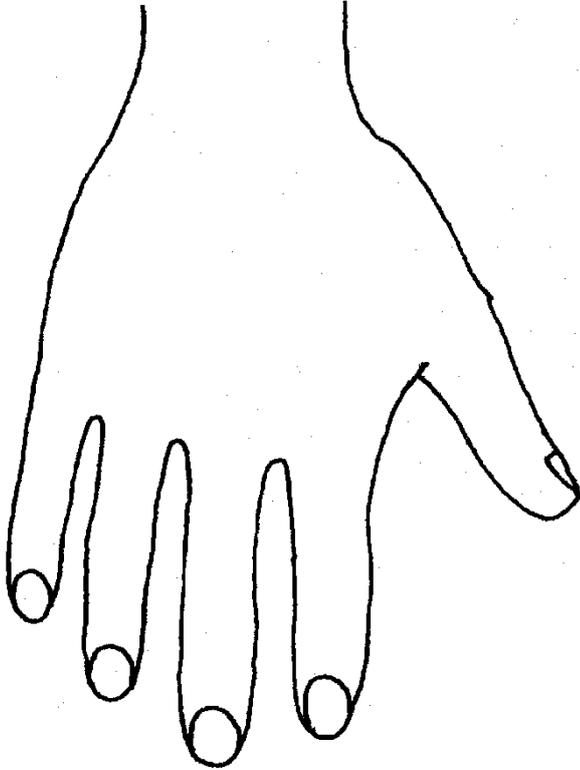
BACK



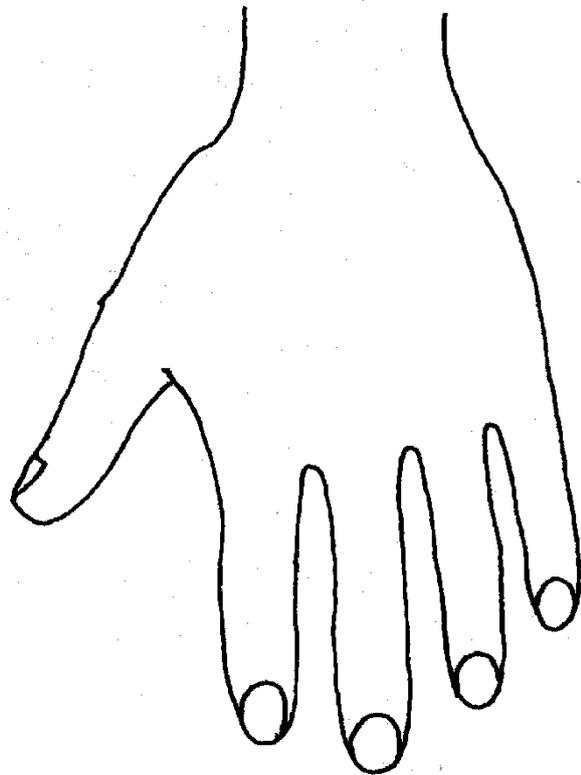
## Safeguarding Policy

Name of Child: \_\_\_\_\_

Date of observation: \_\_\_\_\_

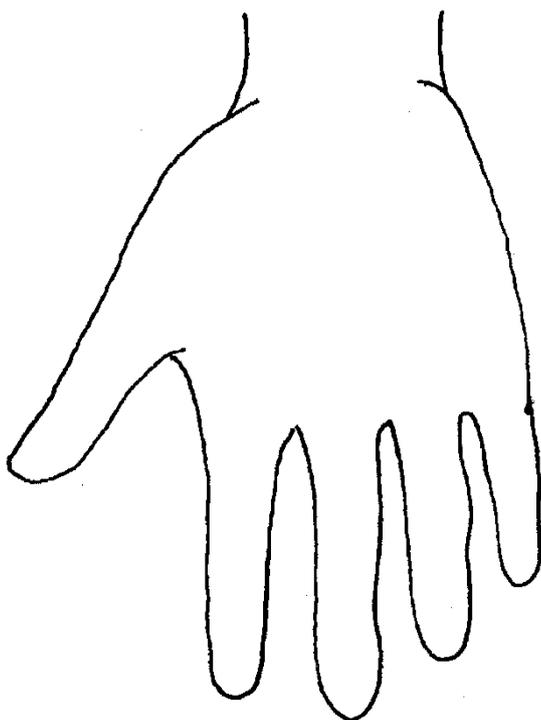


R



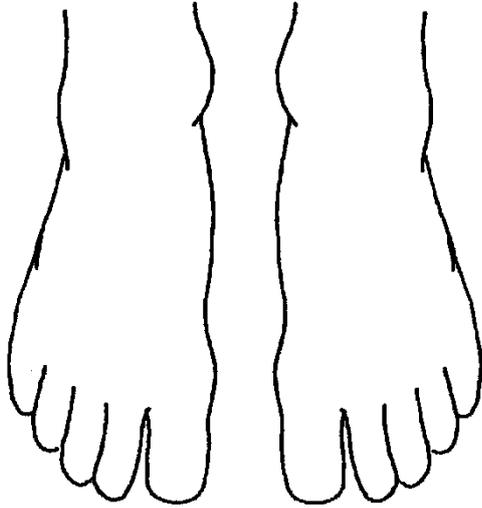
L

BACK

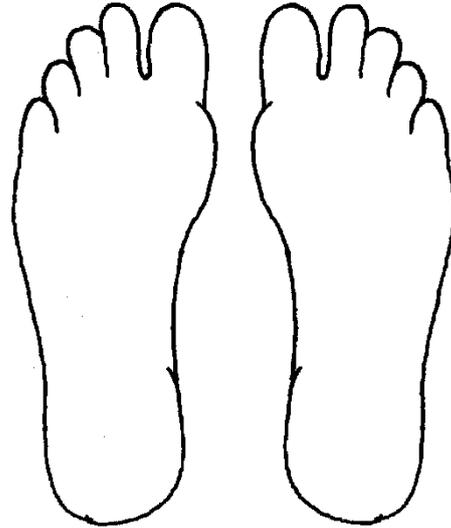


## Safeguarding Policy

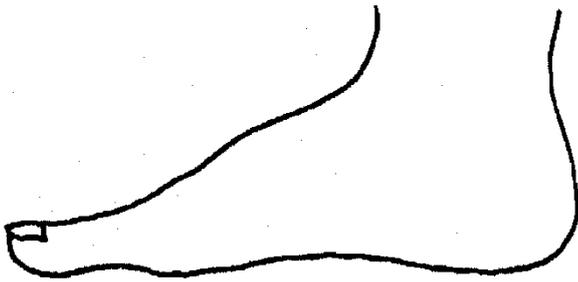
Name of Child: \_\_\_\_\_ Date of observation: \_\_\_\_\_



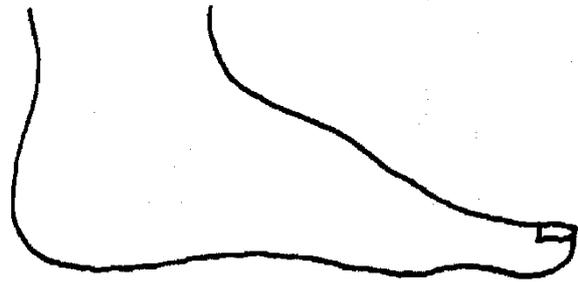
R TOP L



R BOTTOM L



R

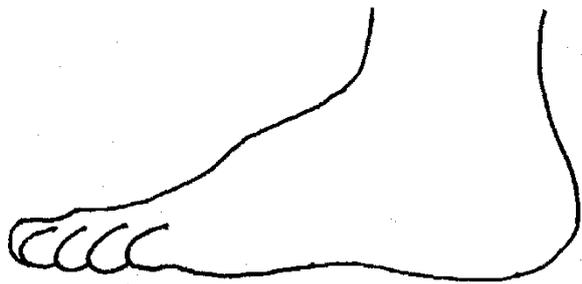


L

INNER



R



L

OUTER

Printed Name and  
 Signature of worker:

Date:

Time:

Role of Worker

Other information:



## Safeguarding Policy

### Safeguarding Children Data Base (example template)

Name of Child	DOB Form	Home Address	Parents/carer contact details	Name of Social worker and contact details	Other Agencies	Type of Plan	Dates of: Conferences, Reviews and Meetings
<b>Michael Smith</b>	17-4-1999 7EJ	8 Fair View Carlton City . NG Tel:-	Sue, Dave Green Tel:- mobile	Andrew Jones Sir John R Way Tel: 0115 843564	Lucy Grey EP Tel:- 01623 433433  John Newton ISS Tel:- 01623 433433	Child Protection	<b>ICPC</b> 28-6-2010 <b>RCPC</b> 15- 12 2010  <b>Core group Mtgs</b> 14-7-2010 2.30pm at Madrasah. 9-9-2010 15-10-2010
<b>Amy Plant</b>	14-10-1999 8PT	9 Loveday Road, Carlton City NG Tel:-	Mrs Shirley Plant Mr Peter Plant Tel:- P Plant Mob:-		Jane Forbes EWO Tel:-01623 4334332 Julie Walters S Nurse Tel:- 0115 954335	Child Protection  Child In Need	<b>ICPC</b> 12-11-2009 <b>RCPC</b> 23-3-2010  <b>CiN</b> 12-5-2010 21-7-010
<b>Neil Brooks</b>	23-7-1995 10KL	22 Sandy Lane Arnold City NG Tel:- <b>Respite Care</b> 75 Green Lane Edwinstowe Notts	Mr Bob Brooks Mrs Jill Brooks Bob Mob:-  Jill Mob:-  Robin, Daisy Hood	Andrew Cool Meadow House Mansfield Tel:- 01623 433498 T Manager:-Steve Parks	Julie Brown EP Tel:- Hayley Barr ISS Tel:- Joe Brown Health Tel:- Gay Taylor Physio Tel:-	Child in Need  Statement of SEN	<b>CiN</b> 22-7-2010  <b>SEN Review</b> 19-9- 2010.

## Safeguarding Policy

### FURTHER RISKS TO SAFEGUARD CHILDREN AND YOUNG PEOPLE

#### A Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory Madrasah age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. Madrasah staff will follow the procedures for dealing with children that go missing on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We have in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and Forced marriages.

The Designated Safeguarding Lead will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of Madrasah by their parents and are being educated outside the Madrasah system e.g. home education;
- have ceased to attend Madrasah and no longer live within reasonable distance of the Madrasah at which they are registered;
- have been certified by the medical professionals as unlikely to be in a fit state of health to attend Madrasah before ceasing to be of compulsory Madrasah age, and neither he/she nor his/her parent has indicated the intention to continue to attend the Madrasah after ceasing to be of compulsory Madrasah age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the Madrasah at the end of that period; or,
- have been permanently excluded.

The local authority will be notified when a pupil is deleted from its register under the above circumstances. This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

**We will inform the local authority of any pupil who fails to attend Madrasah regularly, or has been absent without the Madrasah's permission for a continuous period of 10 Madrasah days or more, at such intervals as are agreed between the Madrasah and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).**

(KCSIE July 2015)

See Madrasah's attendance policy

## Safeguarding Policy

### Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

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

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279511/step\\_by\\_step\\_guide.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf)

(Keeping Children Safe in Education July 2015)

### Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)

(Keeping Children Safe in Education July 2015)

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

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

#### Indicators of FGM

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the **Multi-Agency Practice Guideline**, and chapter 9 of those Guidelines (pp42-44) focuses on the role of Madrasahs and colleges.

#### Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting has commenced from October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place.

## Safeguarding Policy

Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

### **Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl aged under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should NOT be examining pupils, but the same definition of what is meant by “to discover that an act of FGM has been carried out” is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting has commenced from October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Madrasah’s designated safeguarding lead and involve children’s social care as appropriate.

(KCSIE July 2015)

### **Forced Marriages**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they’re bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Where it is felt that a pupil is a victim of forced marriage in any way, our Madrasahs safeguarding procedures will be followed.

### **Preventing Radicalisation**

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”).

#### **Signs and symptoms of a young person being at risk of becoming radicalised:-**

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;

## Safeguarding Policy

- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology;
- Communications with others that suggest identification with a group/cause/ideology.

(Keeping Children Safe in Education July 2015)

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/118194/channel-guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf)

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

### **Prevent**

From 1 July 2015, specified authorities, including all Madrasahs as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015("the Prevent guidance").

Paragraphs 57-76 of the Prevent guidance are concerned specifically with Madrasahs. The statutory Prevent guidance summarises the requirements on Madrasahs in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Madrasahs are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Madrasahs and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in

## Safeguarding Policy

existing safeguarding policies. It is not necessary for Madrasahs and colleges to have distinct policies on implementing the Prevent duty.

- The designated safeguarding lead and senior leaders will undertake advanced Prevent awareness training so that they are best equipped to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- We will ensure that children are safe from terrorist and extremist material when accessing the internet in Madrasahs. We will ensure that suitable filtering is in place. It is also important that Madrasahs teach pupils about online safety more generally.

### Channel

As part of our training, staff will understand when it is appropriate to make a referral to the Channel Programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for Madrasahs to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

We will co-operate with local Channel panels as appropriate.

(KCSIE July 2015)

Please see the Madrasah Prevent Policy.

**The Police lead for the regional area is:- Michelle Wilson. 8309**

**Prevent Officer**

**Spinney Hill Police Station**

**Tele: 0116-2486770**

**Mob: 07595005768**

**E-mail: [Michelle.Wilson@leicestershire.pnn.police.uk](mailto:Michelle.Wilson@leicestershire.pnn.police.uk)**

**To raise concerns relating to extremism directly call the helpline directly on 020 73407264**

**Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)**



# MuslimSchoolOadby



## Safeguarding Policy

### APPENDIX 6

#### USEFUL NUMBERS

- Children and Families, Duty & Assessment Team **First Response Children's Duty Team**
- Phone: **0116 305 0005**
- Email: **[childrensduty@leics.gov.uk](mailto:childrensduty@leics.gov.uk)**

Emergency Duty Team      Phone 999 if a crime is being committed or if a child is in immediate danger.  
Support regarding the CAF process can be obtained from the:

## Safeguarding Policy

### APPENDIX 7

## STATUTORY GUIDANCE, PROCEDURES AND ASSOCIATED RESPONSIBILITIES

### Links to guidance or procedures

- DfE Statutory guidance for Madrasahs and colleges on safeguarding children and safer recruitment. Keeping Children Safe in Education Published in July 2015 which replaces Keeping Children Safe in Education new statutory guidance for Madrasahs and colleges published July 2015, Safeguarding Children and Safer Recruitment in Education 2007 and the DfE Dealing with Allegations of Abuse Against Teachers and other staff published in October 2012  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447595/KCSIE\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf)
- Working Together to Safeguarding Children  
A guide to inter-agency working to safeguard and promote the welfare of children - March 2015  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- What to do if you're worried a child is being abused  
Departmental advice to help practitioners identify the signs of child abuse and neglect and understand what action to take – March 2015  
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Information Sharing  
Departmental advice for practitioners providing safeguarding services to children, young people, parents and carers  
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>