



# **Thames View Muslim Association**

## **CHILD PROTECTION POLICY**

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# 1. CONTACTS

## 1.1 Thames View Muslim Association Contacts:

- **Designated Person for Child Protection:**

Name: Amirul Islam Tel: 07958492976

- **Other staff with child protection responsibilities:**

Name: Saifur Rahman Tel: 07432100255

## 1.2 Contacts in County

- **Barking and Dagenham Safeguarding Children Board**

Barking and Dagenham Safeguarding Children Board, Room 8, Town Hall, Barking, IG11 7LU  
Telephone: 020 8227 3578  
Email: [lscb@lbbd.gov.uk](mailto:lscb@lbbd.gov.uk)

Website: <http://www.bardag-lscb.co.uk/pages/home.aspx>

- **Local Authority Designated Officer (LADO)**

Alec Parsons

Outside of office hours

Telephone: 0208 227 2265  
Email: [lado@lbbd.gcsx.gov.uk](mailto:lado@lbbd.gcsx.gov.uk)

Telephone: 020 8227 6122

- **Social Care Team**

Out of hours

Telephone: 0208 227 3811  
Telephone: 0208 594 8356

- **Family Information Service**

Telephone: 020 8227 5395  
Email: [fis@lbbd.gov.uk](mailto:fis@lbbd.gov.uk)

- **Barking and Dagenham's MASH Team**

Telephone: 0208 227 3811  
Email: [Childrensservices2@lbbd.gov.uk](mailto:Childrensservices2@lbbd.gov.uk)

- **Child Abuse Investigation Team**

DCI Keith Paterson

Email: [Keith.Paterson@met.pnn.police.uk](mailto:Keith.Paterson@met.pnn.police.uk)

## 1.3 Other contacts:

- |   |               |
|---|---------------|
| • Muslim Youth Helpline   | 0808 808 2008 |
| • Crimestoppers   | 0800 555 111  |
| • NSPCC   | 0800 800500   |
| • Childline   | 0800 111111   |
| • Kidscape Bullying Helpline                                    | 0207 730 3300 |
| • Samaritans  | 0845 790 9090 |
| • Foreign and Commonwealth Office<br>(Forced Marriages Section) | 0207 008 8706 |

## 2. INTRODUCTION

- 2.1 This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; and in line with the following:

“Working Together to Safeguard Children” 2015<sup>1</sup>

“What to do if you are worried a Child is being Abused” 2015<sup>2</sup>

“Keeping Children Safe in Education” 2016<sup>3</sup>

“London Child Protection Procedure”<sup>4</sup>

- 2.2 Thames View Muslim Association (TVMA), based at 15 Farr Avenue, Barking, IG11 0NZ takes seriously its responsibility under section 175 of the Education Act 2002<sup>5</sup> to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our Centre to identify, assess, and support those children who are suffering harm.

- 2.3 We recognise that all staff<sup>6</sup> have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

- 2.4 All staff believe that our Centre should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

- 2.5 The aims of this policy are:

2.5.1 To support the child’s development in ways that will foster security, confidence and resilience.

2.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

2.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

2.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the Centre, contribute to assessments of need and support plans for those children.

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<sup>1</sup> Working Together to Safeguard Children 2015 -

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

<sup>2</sup> What To Do If You Are Worried A Child is being Abused -

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

<sup>3</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

<sup>4</sup> <http://www.londoncp.co.uk/>

<sup>5</sup> <http://www.legislation.gov.uk/ukpga/2002/32/contents>

<sup>6</sup> “Staff” covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children



- 2.5.5 To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- 2.5.6 To develop a structured procedure within the Centre; this will be followed by all members of the Centre community in cases of suspected abuse.
- 2.5.7 To develop effective working relationships with all other agencies, involved in safeguarding children.
- 2.5.8 To ensure that all adults within our Centre who have access to children have been checked as to their suitability. This includes other community users of our facilities.

### **3. RESPONSIBILITIES**

- 3.1 We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.
  - 3.1.1 The Trustees understand and fulfil their safeguarding responsibilities.
  - 3.1.2 The Trustees of our Organisation are responsible for ensuring the annual review of this policy, and for reporting back to the Local Authority.
  - 3.1.3 We have a Designated Member of the Trustees who has undertaken appropriate training for the role, as recommended by the LA, within the past two years. Our Designated Person will update their training with LA approved training every two years.
  - 3.1.4 We have a member of staff who will act in the Designated Persons absence who has also received training for the role of Designated Person, and who will have been briefed in the role. In the absence of an appropriately trained member of staff, the Head of Centre Education, or whoever is deputising, will assume this role.
  - 3.1.5 All adults, (including temporary teachers and volunteers) new to our Centre will be made aware of the Centre's policy and procedures for child protection, the name and contact details of the Designated Person and the booklet "What to do if You're Worried a Child is Being Abused" [Ref 2] and have these explained, as part of their induction into the Centre.
  - 3.1.6 All members of staff and volunteers are provided with opportunities at least every three years to receive training arranged or delivered by the Designated Person in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
  - 3.1.7 All parents/carers are made aware of the Centre's responsibilities in regard to child protection procedures through publication of the Centre's Child Protection Policy, and reference to it in our prospectus/brochure.

- 3.1.8 Our lettings policy will seek to ensure the suitability of adults working with children on Centre sites at any time.
  - 3.1.9 Community users organising activities for children are aware of and understand the need for compliance with the Centre's child protection guidelines and procedures.
  - 3.1.10 The Centre operates Safe Recruitment practices<sup>7</sup> including all checks on staff and regular volunteers' suitability ascertained through Disclosure and Barring Service<sup>8</sup> checks as recommended by the LA and in accordance with current legislation and the appropriate use and checks of references.
- 3.2 We have a Designated Person who is responsible for:
- 3.2.1 Ensuring that all Centre staff are aware of the Centre's CP policy and procedures, and know how to recognise and refer any concerns.
  - 3.2.2 Referring a child if there are concerns about a child's welfare, possible abuse or neglect to Social Care. A written referral using the Common Referral Form will be faxed/posted/e-mailed to Social Care as soon as possible within the Madrassah day.
  - 3.2.3 Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
  - 3.2.4 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology. Where children leave the establishment, ensure their child protection file is copied for the new establishment. This should be transferred separately from the main pupil information and addressed to the Designated Person for child protection in the new establishment marked private and confidential. Originals should be stored securely for 50 years.
  - 3.2.5 Ensuring that an indication of further record-keeping is marked on the pupil records.
  - 3.2.6 Act as a source of support, advice and expertise for staff with concerns and liaising with other agencies and professionals.
  - 3.2.7 Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups or other multi-agency planning meetings, provides a report which has been shared with the parents and contributes to assessments within Social Care or Local Delivery Team processes.
  - 3.2.8 Providing, with the Head of Centre Education, an annual report for the Trustees, detailing any changes to the policy and procedures; training undertaken by the Designated Person and by all staff; number and type of incidents/cases, and number of children referred to Children's Social Care and subject to Child Protection Plans (anonymised). The Trustees will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.

<sup>7</sup> <https://www.lbld.gov.uk/wp-content/uploads/2014/10/Updated-safeguarding-guidelines.pdf>

<sup>8</sup> <https://www.gov.uk/government/organisations/disclosure-and-barring-service>



- 3.2.9 Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years, provided by the Barking and Dagenham Safeguarding Children Board, or the Safeguarding in Education Team.
- 3.2.10 Be familiar with any updates to the Barking and Dagenham Safeguarding Children Board procedures.
- 3.2.11 Ensure that relevant staff are aware that these procedures are also available on the Barking and Dagenham Safeguarding Children Board website: <http://newsite.bardag-lscb.co.uk/professionals/>
- 3.3 **All staff share the responsibility for safeguarding children and young people, protecting them from harm and promoting their welfare and are aware of and follow this policy.**

## 4. PROCEDURES

- 4.1 Our Centre procedures for safeguarding children are in line with Barking and Dagenham Safeguarding Children Board Child Protection Procedures, “Working Together to Safeguard Children 2015”<sup>1</sup> and “Safeguarding children and Safer Recruitment in Education”<sup>9</sup>. We will ensure that:
  - 4.1.1 We will monitor and evaluate our procedures for effectiveness and to ensure we are satisfied that they are being complied with. This policy and our procedures will be reviewed annually by the Trustees, up-dated and published for the whole Centre community.
  - 4.1.2 The name of the Designated Person will be clearly shown in the Centre, with a statement explaining the Centre’s role in referring and monitoring cases of suspected abuse.
  - 4.1.3 Our Designated Person undertakes training every two years and the whole Centre is trained every three years.
  - 4.1.4 All staff will follow the advice given in the booklet “What to do if You’re Worried a Child is Being Abused”<sup>2</sup>
  - 4.1.5 In the event that a member of staff becomes worried that a child is being abused they should report their concern to the Designated Person who will follow appropriate procedures. Staff should follow appropriate procedures for recording any disclosures given by a child and ensure that this is passed to the Designated Person (see Appendix A).
  - 4.1.6 A staff member or supporting adult may be asked to record any incidents which gradually reinforce a belief that abuse is happening. All records will be kept locked in the designated office and should never be left in the child’s record folder. Recording should include: time; date; place; what was seen or heard;

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<sup>9</sup> <https://www.education.gov.uk/consultations/downloadableDocs/Safeguarding%20Children%20Guidance.pdf>

persons present; action taken and by whom; the emotional state of the child and signed (see Appendix B).

## 5. PREVENTION

- 5.1 We recognise that the Centre plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.
- 5.2 The Centre community will therefore:
  - 5.2.1 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
  - 5.2.2 Ensure that all children know there is an adult in the Centre whom they can approach if they are worried or in difficulty.
  - 5.2.3 Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

## 6. CHILD PROTECTION

- 6.1 Everyone who works with children has a duty to safeguard and promote the welfare of children. They should be aware of the signs and indicators of abuse and know what to do and who to speak to if they become concerned about a child or if a child discloses to them.
- 6.2 The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.
  - 6.2.1 The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified<sup>1</sup>:
    - Neglect
    - Physical Abuse
    - Sexual Abuse
    - Emotional Abuse.
  - 6.2.2 **NEGLECT** - is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
    - provide adequate food, clothing and shelter (including exclusion from home or abandonment). If a child is observed scavenging for food at school, the possibility of inadequate feeding at home should be considered as a priority.
    - Protect a child from physical and emotional harm or danger.



- Ensure adequate supervision (including the use of inadequate or inappropriate care-givers).
- Ensure access to appropriate medical care or treatment.

It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

6.2.3 **PHYSICAL ABUSE** - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

6.2.4 **EMOTIONAL ABUSE** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children to feel frightened and in danger or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**NB** Domestic violence is very damaging to a child's emotional development; where a child is living with domestic violence, schools should consider making a referral to Social Care if the child shows any indicators of significant harm.

6.2.5 **SEXUAL ABUSE** - involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (e.g. include non-contact activities, such as involving children in looking at, or in the production of, sexual images (including on-line images), watching sexual masturbation, kissing, rubbing and touching outside of clothing). They may activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

6.3 Although no cultural sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses.

Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that

each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.

- 6.4 Research also tells us that children with special needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable.
- 6.5 Some children and young people may be more vulnerable to abuse due to particular circumstances such as:
- Young women subject to honour based violence (where for instance they have transgressed the expectations of them as young women in their family and community).
  - Children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.
  - Girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out).
  - Children being trafficked from abroad.
  - Girls and/or boys at risk of being forced into marriage.

## 7. GOOD PRACTICE GUIDELINES FOR STAFF

- 7.1 To meet and maintain our responsibilities towards pupils we need to agree standards of good practice. This expectation of good practice applies to all staff.

**All staff and volunteers will:**

- Treat all pupils with respect;
- Treat pupils as individuals;
- Put the child's welfare first;
- Set a good example by conducting ourselves appropriately;
- Involve pupils in decisions that affect them;
- Encourage positive and safe behaviour among pupils;
- Be a good listener;
- Be alert to changes in pupils' behaviour;
- Recognise that challenging behaviour may be an indicator of abuse;
- Read and understand the Centre's safeguarding policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing;
- Ask the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during sporting activities or administering first aid;
- Maintain appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language;
- Be aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse;
- Be aware and sensitive of different cultures and different communities;
- Be aware of the possible necessity for a neutral translator for a child who cannot express him/herself in English as well as in his/her mother tongue;
- Share concerns immediately with the Designated Person ; and
- Always act in the best interest of the child or young person.



## 8. CHILD SEXUAL EXPLOITATION (CSE)

8.1 The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities. For more information see "The London Child Sexual Exploitation Operating Protocol"<sup>10</sup>.

8.2 Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. Those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. In all cases, those exploiting the young person will control and manipulate them and try to isolate them from friends and family.

8.3 Be Aware: Signs to watch out for:

8.3.1 Young people often show us rather than tell us that something is upsetting them. Sometimes things that seem like normal teenage behaviour could be a sign a young person is being sexually exploited.

- Becoming withdrawn, clingy or unusually secretive
- Unexplained changes in personality, mood swings and seeming insecure
- Nightmares or sleeping problems
- Running away, staying out overnight, missing school
- Changes in eating habits
- Talk of a new, older friend, boyfriend or girlfriend and unexplained money or gifts
- Spending a lot of time online talking to new people
- Losing contact with family and friends
- Physical signs such as unexplained soreness or bruises around private areas
- Or you may just be worried about unsafe sexual behaviour

8.3.2 Any one sign doesn't mean that a young person was or is being sexually abused, but the presence of several suggests that you should begin to ask questions and consider seeking help. Keep in mind that some of these signs can emerge at other times of stress such as:

- During a divorce
- Death of a family member or pet
- Problems at school or with friends
- Other anxiety-inducing or traumatic events

8.4 How to get help

There are specialists who can advise you if you are worried about a young person you know. They can also talk to any young person themselves.

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<sup>10</sup> <http://content.met.police.uk/Article/The-London-Child-Sexual-Exploitation-Operating-Protocol-March-2015/1400022286691/1400022286691>

- 8.4.1 If you suspect that a child or young person in Barking may be being abused as a result of CSE, it is vital you report your concerns so that this can be investigated. Contact the Barking and Dagenham Children Safeguarding board on 020 8227 3578 or Email: [lscb@lbbd.gov.uk](mailto:lscb@lbbd.gov.uk)
- 8.4.2 If you think a child or young person is in immediate danger call 999. Alternatively you can contact your local police on 101.
- 8.4.3 You can also talk confidentially about your concerns and seek advice from Stop it Now on 08001000 900 or visit their website:

[\[http://www.parentsprotect.co.uk/\]](http://www.parentsprotect.co.uk/)

## 8.5 Useful websites for more information

- a) [Barnados – Sexual Exploitation page](#)
- b) [NSPCC – Sexual Exploitation page](#)
- c) [PACE – Parents against child exploitation](#) (previously known as CROP – The Coalition for the Removal of Pimping)
- d) [Sexual Health: London](#)
- e) [Metropolitan Police](#)
- f) [ThinkUKnow](#)
- g) [The Child Exploitation & Online Protection \(CEOP\) Centre](#)
- h) [The Home Office: Advice for Parents & Carers on Gangs](#)

## 9. E-SAFETY

- 9.1 E-safety is the practice of safeguarding to the internet & all related information technology. Children may be exposed to inappropriate material and certain individuals may use internet to groom children to either exploit them sexually or to radicalise them.

Other forms of internet and related information technology issues are:

- (i) **Sexting:** usually mean sending and receiving: naked pictures or 'nudes', underwear shots, sexual or 'dirty pics', rude text messages or videos. Once you send a message, you are no longer in control of what happens to it.
- (ii) **Cyber bullying:** through use of hurtful text messages

- 9.2 Staff are reminded that:

- No interaction between themselves & children should be undertaken through personal social networking sites.
- Your page is set to private so others cannot see pictures & status that you upload
- They should not have links to your personal profile



9.3 Signpost young people to CEOP [[www.ceop.police.uk](http://www.ceop.police.uk)] to report issues around safeguarding, grooming etc.

9.4 All staff should be aware of the Centre policy on e-Safety which sets out our expectations relating to:

- Creating a safer online environment
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on line
- Inspiring safe and responsible use and behaviour
- Use of mobile phones both within school and on school trips/outings
- Use of camera equipment, including camera phones
- What steps to take if you have concerns and where to go for help.

9.5 E-safety link

- (i) The UK Council for Child Internet Safety (UKCCIS)  
<http://www.dcsf.gov.uk/ukccis/>      <http://www.dcsf.gov.uk/byronreview/>
- (ii) The Child Exploitation and On-line Protection Centre (CEOP)  
<http://www.ceop.police.uk>
- (iii) Thinkuknow  
<http://www.thinkuknow.co.uk/>
- (iv) Childnet International  
<http://www.childnet-int.org/>
- (v) Know IT All  
<http://www.childnet-int.org/kia/>
- (vi) Insafe  
<http://www.saferinternet.org/web/guest/home>
- (vii) KidSMART  
<http://www.kidsmart.org.uk/>
- (viii) E-safety bodies  
Internet Watch Foundation  
[www.iwf.org.uk](http://www.iwf.org.uk)
- (ix) The UK Safer Internet Centre  
[www.saferinternet.org.uk](http://www.saferinternet.org.uk)  
[www.childnet.com](http://www.childnet.com)
- (x) Beatbullying  
[www.beatbullying.org](http://www.beatbullying.org)
- (xi) SWGfL (South West Grid for Learning)  
[www.swgfl.org.uk](http://www.swgfl.org.uk)

## 10. PREVENTING RADICALISATION

- 10.1 A new Prevent Duty came into force on 1st July 2015. All schools (including supplementary) are subject to a duty under section 26 of the Counter-Terrorism and Security Act of 2015, to have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'.
- 10.2 Applies to local authorities, NHS Trusts & Foundation Trusts, Higher & Further Education establishments, Schools, prisons & probation and the Police Force.
- 10.3 The duty states that in the exercise of our duties, we must have:

***"...due regard to the need to prevent people from being drawn into terrorism"***

- 10.4 Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:
- Identify individuals at risk of being drawn into terrorism.
  - Assess the nature and extent of that risk; and
  - Develop the most appropriate support plan for the individuals concerned
- 10.5 Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.
- 10.6 We all have a responsibility to be aware of this and to know what to do. Staff should undertake training appropriate to their role (the Designated Person should undertake Prevent Workshop to Raise Awareness of Prevent (WRAP) training).

## 11. RACIST INCIDENTS

- 11.1 Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection.

## 12. ANTI-BULLYING

- 12.1 Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

## 13. FEMALE GENITAL MUTILATION (FGM)

- 13.1 Harmful traditional practice that involves the partial or total removal of the female genitalia.

13.2 The new mandatory duty for public sector professionals to report known cases of FGM on girls under 18 came into force on 31<sup>st</sup> October 2015. Failure to report a case of FGM will lead to disciplinary measures and could ultimately lead to individuals being barred from work.

13.3 See Barking and Dagenham Safeguarding Children Board for information on FGM:

[\[http://newsite.bardag-lscb.co.uk/wp-content/uploads/2016/12/FGM-Factsheet.pdf\]](http://newsite.bardag-lscb.co.uk/wp-content/uploads/2016/12/FGM-Factsheet.pdf)

[\[ http://www.londoncp.co.uk/chapters/sg\\_ch\\_risk\\_fgm.html \]](http://www.londoncp.co.uk/chapters/sg_ch_risk_fgm.html)

13.4 For advice on FGM contact Barking and Dagenham Safeguarding Children Board on 020 8227 3578.

Also for further information on FGM, please visit the website:

[\[https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information\]](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information).

## **14. MODERN SLAVERY**

14.1 Encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

14.2 The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

14.3 Currently, victims of human trafficking who are identified by a 'first responder', including local authorities, can be referred to the NCA via the NRM (National Referral Mechanism) however this is on a voluntary basis and with the adult victim's consent.

14.4 Children do not need to give their consent to be referred to the NCA.

14.5 Staff must be aware of the above and contact the Designated Person should they suspect or receive information that either parents or their children may be victims of modern slavery.



## 15. HEALTH AND SAFETY

- 15.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the Centre when undertaking STAFF trips and visits.

## 16. ALLEGATIONS AGAINST

- 16.1 All Centre staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 16.2 All staff should be aware of the Centre's behaviour/discipline policy. This can be found in the policy folder and Centre brochure.
- 16.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head of Centre Education or the most senior teacher if the Head of Centre Education is not present.
- 16.3.1 The Head of Centre Education/senior teacher on all such occasions will discuss the content of the allegation with Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.
- 16.3.2 If the allegation made to a member of staff concerns the Head of Centre Education, the person receiving the allegation will immediately inform the Chair of Trustees who will consult as in 14.3.1 above, without notifying the Head of Centre Education first.
- 16.3.3 The Centre will follow the LA procedures for managing allegations against staff, a copy of which can be found on:  
  
[\[http://www.londoncp.co.uk/chapters/alleg\\_staff.html\]](http://www.londoncp.co.uk/chapters/alleg_staff.html).
- 16.3.4 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 9.3.1 above) in making this decision, as well as being guided by HR.
- 16.3.5 If a suspension is made, following Local Authority procedures (as in 10.3.3 above) restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.
- 16.4 Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from Centre premises.



## 17. SUPPORTING STAFF

- 17.1 We recognise that staff working in the Centre who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 17.2 We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support. This could be provided by the Head of Centre Education or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- 17.3 In consultation with all staff, we adhere to safe working practices and have a code of conduct for staff at our Centre (produced with regard to <http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00311/>). This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour and be confident to challenge colleagues when necessary.
- 17.4 We recognise that our Designated Person(s) should have access to support and appropriate workshops, courses or meetings as organised by the LA.

## 18. SUPPORTING CHILDREN/YOUNG PEOPLE

- 16.1 We recognise that a child or young person who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth.
- 18.2 We recognise that the Centre may provide the only stability in the lives of children and young people who have been abused or who are at risk of harm. We recognise that there may be other groups of children and young people who are particularly vulnerable, e.g. those with disabilities, young carers and children living with substance abuse.
- 18.3 We accept that research shows that the behaviour of a child or young person in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 18.4 Our Centre will support all pupils by:
  - 18.4.1 Encouraging the development of self-esteem and resilience in every aspect of Centre life including through the Islamic curriculum.
  - 18.4.2 Promoting a caring, safe and positive environment within the Centre.
  - 18.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children and young people.
  - 18.4.4 Notifying Social Care as soon as there is a significant concern.
  - 18.4.5 Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children who are subject to a Care Order or are

accommodated by the Local Authority is regularly reviewed and updated. The Education of Children in Public Care (ECPC) Team must be made aware of all LAC in the Centre.

18.4.6 Notifying Social Care when a child or young person attending the Centre is privately fostered.

18.4.7 Providing continuing support to a pupil (about whom there have been concerns) who leaves the Centre by ensuring that such concerns and Centre medical records are forwarded under confidential cover to the Designated Person at the pupil's new Centre as a matter of urgency. The original copy of significant documents will be retained at our Centre, and photocopies forwarded as above.

## 18.5 Complaints or Concerns Expressed by Pupils

18.5.1 This Centre recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. Children and young people may disclose abuse or make an allegation. We will take these matters seriously and ensure that the appropriate next steps are taken and endeavour to keep the child/young person regularly informed as to the progress of his/her complaint.

## 19. WHISTLEBLOWING

19.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

19.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the delegated 'whistleblowing' Trustee or the Local Authority Designated Officer (LADO).

## 20. PHYSICAL INTERVENTION/POSITIVE HANDLING

20.1 Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. Use of Reasonable Force, 2013. This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

20.2 Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

20.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.



- 20.4 Any use of force or restraint, should be recorded and signed by a witness. The parent/carer will be informed of the incident.
- 20.5 Staff who are likely to need to use physical intervention should be appropriately trained.
- 20.6 We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

## 21. CONFIDENTIALITY & INFORMATION SHARING

- 21.1 We recognise that all matters relating to child protection are confidential. Child protection information will be stored and handled in line with Data Protection Act 1998 principles.
- 21.2 The Head of the Centre Education or Designated Person will disclose personal information about a pupil to other members of staff on a need to know basis only.
- 21.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 21.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- 21.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Safeguarding in Education Team or Social Care on this point.

## 22. DIVERSITY ISSUES

- 22.1 Although no culture sanctions extreme harm to a child, Culture variations in child rearing patterns do exist. A balanced assessment must incorporate a Culture perspective but guard against being over-sensitive to Culture issues at the expense of promoting the safety and well-being of the child.
- 22.2 Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses.

***Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.***

*(Victoria Climbié Inquiry Report)*

22.3 Research also tells us that children with special needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable.

## **23. RECRUITMENT AND SELECTION OF STAFF**

23.1 Safeguarding Children and Safer Recruitment in Education procedures<sup>10</sup> will be followed. All staff and volunteers will be carefully selected and vetted to try to ensure they do not pose a risk to children. All references will be checked and verified.

23.2 Staff and volunteers having contact with children will be checked through the Disclosure and Barring Service<sup>8</sup> at the appropriate level. All staff and volunteers will receive information and basic training in safe conduct and what to do if they have concerns about a child. This will include information on recognising where there are concerns about a child, where to get advice and what to do if no one seems to have taken their concerns seriously.

## **24. POLICY REVIEW**

24.1 The Trustees of our Centre are responsible for ensuring the annual review of this policy, and for reporting back to the Local Authority. The policy will be reviewed when needed in accordance with Centre development and changes in legislation.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

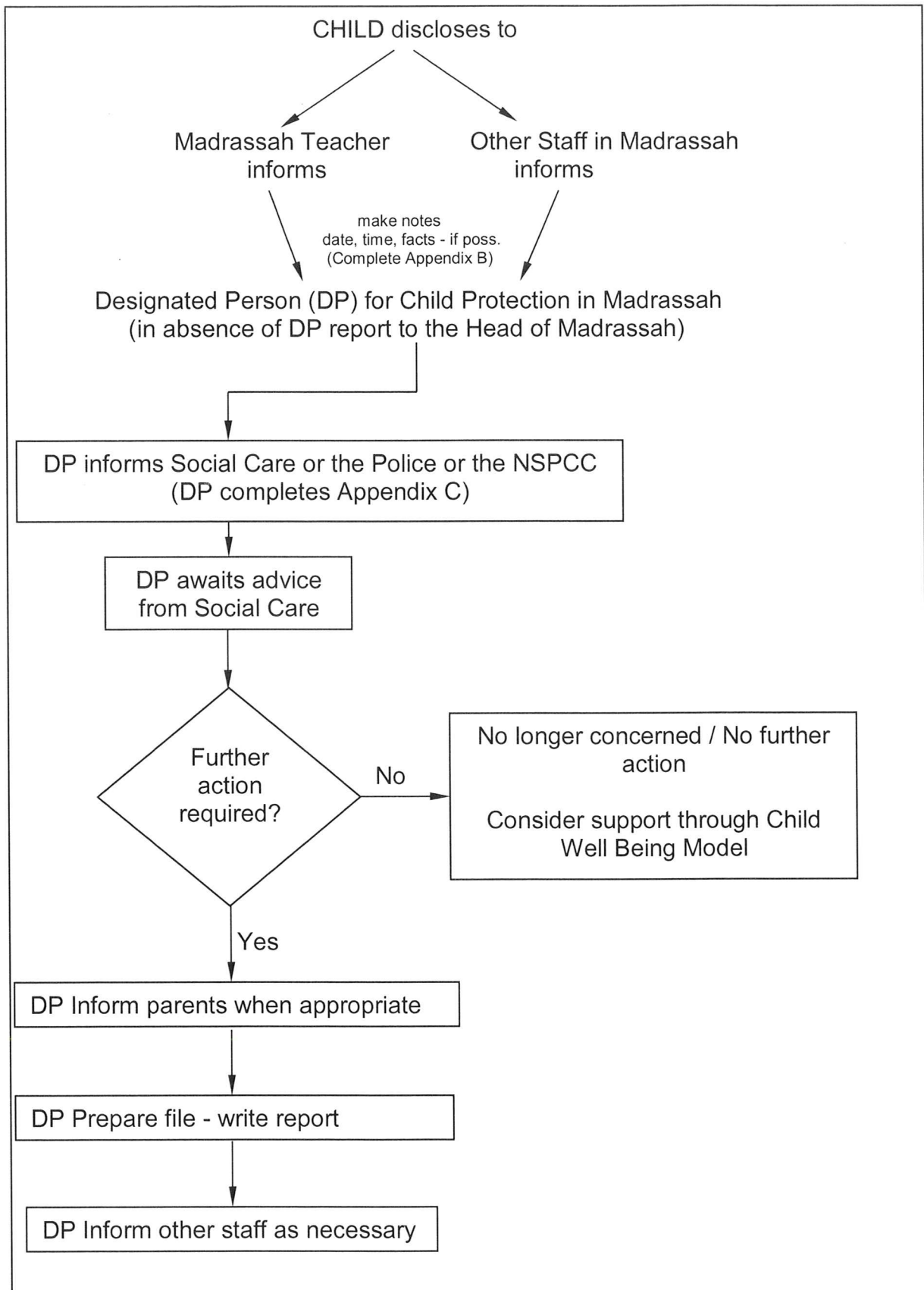
This policy became operational from \_\_\_\_\_. The policy may be amended from time to time in accordance with Madrassah development.

Current Version: 1.0

Next review: \_\_\_\_\_



## APPENDIX A - CHILD PROTECTION PROCEDURE



If a child makes a disclosure to you, or if  
you suspect abuse then report it to

The Designated person or the Head of  
the Organisation IMMEDIATELY

In his/her absence report it to the Most  
Senior Staff

Remember  
If in doubt.....REPORT

*If a child discloses to you:*

- **Receive**
- **Reassure**
- **React**
- **Record**
- **Support**

*The important **do's** and **don'ts** are*

*Do reassure the child*

*Don't question, just listen*

*Do accept the information freely*

*Don't look shocked*

*Do give the child space and time*

*Don't make judgements*

*Do tell the child that you must pass  
on the information you are given*

*Don't make promises*

*Do act quickly*

*Don't involve anyone else*

***The safety of the child is of paramount importance***

## APPENDIX B - CHILD PROTECTION INCIDENT FORM

(To be completed by the Madrassah teacher or other staff in the Madrassah)

<b>Name of child:</b>	
<b>Child's contact details:</b> (Address and telephone number)	
<b>Name of parent(s) / carer:</b>	
<b>Names of other children in the household:</b>	
<b>Names of other adults in the household:</b>	
<b>What has happened, or what was seen, or details of the concern?</b> (Use the child's own words)  Continue on a separate sheet of paper if required	
<b>When did incident occur?</b>	
<b>Witnesses at the time of disclosure?</b>	
<b>What was said by those involved?</b>	
<b>Record evidence of possible harm</b> (e.g. bruises, bleeding, changed behaviour)	
<b>Who else has been informed about this incident?</b>	
<b>Who was involved in the incident?</b> (If possible, record in what way)	
<b>Name of person completing this form (Please print)</b>	
<b>Signature:</b>	
<b>Date and Time:</b>	
<b>Signature:</b> (Designated Staff for Child Protection in Centre)	
<b>Date and Time:</b>	



## APPENDIX C - CHILD PROTECTION REFERRAL FORM

(To be completed by the Designated Person for Child Protection in the Madrassah)

Name of person at the Children & Families Unit, the Child Protection Unit or the Emergency Duty Service case referred to:		
Date of referral:		
Time of referral:		
How was the case referred to the agency? Telephone? Fax? Email? Other, please state	<input type="checkbox"/> Telephone <input type="checkbox"/> Fax <input type="checkbox"/> Email <input type="checkbox"/> Other, please state _____	
What advice was given by the agency?		
Have the parents of the child(ren) been informed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If the allegation is made against a member of staff, have they been informed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Has the Chair or Secretary of the Masjid been informed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Further action if any?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	(If YES give further details below)	
Action Taken (give details)		
Name: (Designated Staff for Child Protection in Centre)		
Signature: (Designated Staff for Child Protection in Centre)		
Date and Time:		