



AL MISBAAH ACADEMY

— SUPPLEMENTARY SCHOOL —

www.ama-supplementaryschool.org

Safeguarding and Child Protection Policy

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis. The policy was last reviewed and agreed by the Governing Body on 29/01/18. It is due for review on 29/01/2019.

Safeguarding Policy for Al Misbaah Academy (AMA)

Introduction

Al Misbaah Academy (AMA) Supplementary School is committed to following the guidance set out in this policy. We regard Safeguarding and safe working practices as the highest priority. We believe that every child has the right to be safe and to be cared for in a way that ensures his or her safety and meets his or her individual needs.

This policy sets out how the Madrasah will discharge its responsibilities to ensure the safety of the children in its care.

The policy is consistent with

- The legal duty to safeguard and promote the welfare of children, as described in Section 175 of the Education Act 2002.
- The London Safeguarding Children Board Procedures (<http://www.londonscb.gov.uk>), which contain procedure and guidance on safeguarding children.

The policy applies to all staff, volunteers and visitors to the Supplementary School and the procedures for reporting suspicions must be followed by all staff.

Safeguarding is the responsibility of every member of staff. We will ensure all staff, paid and unpaid are made aware of this policy and know who the 'Designated Lead' for Safeguarding is.

We are committed to encouraging all staff in our Supplementary School to develop awareness of good safeguarding practices.

The Designated Lead

This Supplementary School has appointed **Mufti Suhail Patel** as the Designated Lead for Safeguarding.

Her role is to:

- Be aware of the signs and symptoms of child abuse and ensure that she keeps up to date with training on safeguarding.
- Ensure that all staff are briefed on what to do if they have concerns about a child.
- Know how to report safeguarding concerns to the appropriate agencies and take responsibility to do so when concerns about a child arise.
- Provide advice and guidance to staff and be prepared to seek advice and guidance from agencies and others if they themselves are unsure of what to do.

- Attend any meetings in respect of safeguarding matters relating to the Supplementary School.
- Ensure that all newly-appointed staff and volunteers, teaching and non-teaching, are immediately informed about the Supplementary School's Safeguarding policy and their duties within it, and are informed of the Code of Conduct for all Supplementary School staff.
- Provide a briefing for all staff at least annually to update them on the importance of Safeguarding and any new issues, and remind them of the Supplementary School's procedures.
- Support the development of good safeguarding practices.
- Be aware of how allegations of abuse are investigated by the Social Care Department of the Local Authority and the Police.
- Review this policy on an annual basis.

What is Abuse?

The abuse of children is not new and it happens to any child irrespective of background, race or religion. In relative terms, what is new is the determination to deal with it in ways that are sensitive to the feelings of the victim and their carers as well as giving clear messages of disapproval to those who harm children.

Physical

Physical abuse is the term used when a parent, carer or a person working with children causes injuries to a child and hurts the child physically. This may be by hitting, beating, throwing or shaking, pinching a child, or by causing other injuries through scalding, burning or poisoning. It can involve fabricating the symptoms or deliberately causing illness in a child.

Emotional

Emotional abuse is the term used when the main harm comes not from neglecting, physically hurting or sexually harming a child, but from **persistent** or **severe** emotional ill treatment. This may include **repeated** threats, verbal abuse, criticism, humiliation and ridicule e.g. telling a child he or she is worthless or useless.

Sexual

Sexual abuse is the exploitation of a child for sexual purposes. It includes not only direct sexual contact with the child but also exposing the child to sexual material or encouraging the child to behave in a sexually inappropriate way, whether or not the child is aware of what is happening. Sexual abuse often starts with minor acts e.g. inappropriate touching and use of language of a

sexual nature and progresses to more serious acts over time or by grooming (this is where a child would be prepared for abuse).

Neglect

Neglect is the term used when the parent, carer or person working with children have a **persistent** lack of proper care for children. Failure to provide them with proper nourishment, warmth, medical care, education, a safe environment and housing are all examples of neglect. It can also be a failure to act to protect a child from danger or from significant harm caused by others. Adults who notice children being abused and neither say nor do anything about it are neglecting the child. It is also when children are left without appropriate care and supervision.

All abuse causes emotional harm to the child, and often the signs of harm show in the way the child ends up feeling bad about him or herself, including changes in behaviour or moods e.g. becoming withdrawn and fearful of situations, or by becoming naughty and difficult to manage.

Child Sexual Exploitation

See Appendix 1

FGM

See Appendix 1

Forced Marriages

See Appendix 1

Radicalisation/Extremism

See Appendix 1

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. The Supplementary School 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.

Al Misbaah Academy (AMA) Supplementary School 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.

Procedures for dealing with suspicions of child abuse

Responsibilities of all staff if they are worried about a child in Al Misbaah Academy (AMA) Supplementary School:

Every staff member and volunteer, whatever their role, has a personal responsibility to act if they suspect that a child is or has been abused or if they become aware that such an allegation has been made.

There are a number of ways in which any member of staff may become worried about possible abuse of a child. It may be:

- Something you see on a child or young person
- Something you observe about their behaviour
- Something he or she tells you
- Something someone else tells you about a child who attends Madrasah

There could be a single incident, or a staff member may have general and growing concerns that do not lessen over time.

The concerns may be about what is happening to the child at home, in school or in the Supplementary School itself.

Any member of staff who begins to suspect abuse or neglect must discuss this with the Designated Lead for Safeguarding stated above, **even if the suspicion concerns the conduct of a teacher, a visitor, or another young person or a child.**

If the staff member feels unable to discuss their concern with the Designated Lead for Safeguarding, and/or if the Designated Lead is the subject of the suspicion or allegation, the staff member should report to the Principal of the Supplementary School or to the Chair of the Supplementary School Management Committee (Mufti Suhail Patel). They are then responsible for taking the appropriate action.

Additionally, any staff member can contact the investigating agencies (Children's Social Care Duty Officer or the Police) direct.

The Designated Lead's responsibility to report suspicions of child abuse:

It is usually the responsibility of the Designated Lead to decide whether to contact Children's Social Care Department. Contact details of all agencies in the City can be found at the end of this policy. Suspicions of abuse or neglect should be reported without delay.

Concerns are often not clear-cut - some may be about poor practice or bullying rather than abuse. The Designated Lead may decide that the matter can be handled internally, without outside involvement. Clear policies on bullying, Code of Conduct and responding well to complaints will help ensure that, whatever the nature of the concern, it will be responded to properly and action to safeguard the welfare of the child will be taken, to the satisfaction of the young person or reporting person concerned.

If the Designated Lead is not sure whether this is a Safeguarding concern which should be reported to the agencies, he or she should ring and seek advice from Children's Social Care Department. It is the role of the Children's Social Care Department to decide whether further action is necessary. They will usually consult with the Police about this. In an emergency, the Police may be contacted directly.

When the Designated Lead contacts the Children's Social Care Department, it is important to pass on as much information as possible about the following:

- Details of the child and his or her family.
- The nature of concerns.
- How and why the concerns have arisen.
- Who knows what about the concerns?
- Whether there have been previous concerns.
- Any action already taken and how this has had an impact.
- Details of any other agencies and professionals involved with the family if known.
- Whether there is any reason why the referrer's identity cannot be shared with the family.

Supporting a Child who tells you about possible abuse

If a child tells any member of staff something which he or she thinks must be reported, there are a number of things that should be done to support the child:

- Stay calm and make time to listen.
- Listen with the utmost care to what the child is saying and take it seriously.
- Only ask questions to be clear you have understood (it is the job of the social worker and Police officer to investigate and you may make this more difficult if you question a child in depth).
- Don't put words into the child's mouth but note the main points carefully.
- Reassure the child and let them know they were right to tell you.
- Tell the child that this information will now have to be passed on.

Preventing violent extremism - roles and responsibilities of Designated Lead:

- Ensuring that staff at the Supplementary School are aware that he/she is the DSL 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;
- Monitoring the effect in practice of the Supplementary School'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 Supplementary School about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the Supplementary School for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Sharing relevant information with outside agencies

Involving parents

Being open with parents is important, but whether it is safe to inform them about the concern depends on what kind of concern being raised. Concerns about the changed behaviour or signs of unhappiness should be raised to parents.

If there is suspicion of sexual abuse of a child, the parents should not be informed unless and until this is agreed by the Children's Social Care Department. Similarly, if there are concerns about the immediate physical safety of a child, advice should be sought.

Writing things down

When a child tells you about possible abuse, it is important to write down what the child has said, using **ONLY** the child's words, as soon as possible afterwards.

If a mark or injury which raises suspicion is seen on a child, it should be noted down.

It is important to keep a record of **ALL** actions taken i.e. letters and telephone calls.

These records should then be kept in a secure, confidential file, which are separate from the child's Supplementary School records. These can be kept confidential from the parents if this is appropriate to do.

Allegations or suspicion about a member of staff (paid or volunteer)

When the Police and Children's Social Care Department agree to investigate due to there being sufficient concerns, a meeting will always be held to decide what to do. The Supplementary School as the 'employer' will be invited to attend the meeting and a decision will need to be made by the SLT (Senior Leadership Team), as to who should attend the meeting. The Supplementary School will need to decide whether the individual concerned can continue to work in the Supplementary School pending the outcome of the enquiries.

The investigations by the Police and by Children's Social Care Department look at whether there is a criminal offence which can be prosecuted and whether there is reason to be concerned about the protection of the suspect's own children and/or their suitability to work with children.

The outcome of the investigations may be that the Police and Children's Social Care Department reach the view that concerns about the behaviour of a staff member or volunteer are substantiated. This may lead to a criminal prosecution. However, there may not be a criminal prosecution even though there may be concerns about the suitability of the staff member to work with children. The Supplementary School SLT representative at the Outcome Meeting will be made fully aware of the reasons for any remaining concerns.

As the "employer" with responsibility to safeguard children attending the Supplementary School, the SLT has then to consider whether there are issues of misconduct which need to be dealt with through a disciplinary process. The SLT, will take responsibility for making a decision about the continued employment of the individual, and/or any support, training or supervision which they may require.

This decision has to take into account any findings in the investigations by the Police and Children's Social Care Department.

The SLT must also act in accordance with its Duty of Care towards their employee, particularly in terms of maintaining confidentiality about the matter itself.

Included within the policy are a number of appendices:

Appendix 1: Child Sexual Exploitation, FGM, Forced Marriages, Radicalisation/Extremism

Appendix 2: Template – Logging a concern about a child – Form

Appendix 1

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. A suitable website link is below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

(Keeping Children Safe in Education September 2016)

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. More information is in the link below:

<https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack>

(Keeping Children Safe in Education September 2016)

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.

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. **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 Supplementary School's designated safeguarding lead and involve children's social care as appropriate.

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 Supplementary School 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;
- 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.

The examples above are not exhaustive and vulnerability may manifest itself in other ways. Read the link below for more information:

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.

Prevent

From 1 July 2015, specified authorities, including all Madrasah's 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 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.

Appendix 2

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	CLASS:
Date and Time of Incident:	Date and Time (of writing):	
Name: Print Signature Job Title:		
Note the reason(s) for recording the incident. 		
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? 		
Professional opinion where relevant (how and why might this have happened) 		
Note actions, including names of anyone to whom your information was passed. 		
Any other relevant information (distinguish between fact and opinion). 		

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.

Part 2 (for use by Designated Person)

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