



# SAFEGUARDING AND CHILD PROTECTION POLICY

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## **1. Safeguarding Policy**

### **1.1. Statutory framework**

The Madrasah will act within the framework set by: The Children Act 1989, Working Together to Safeguard Children 2018, Keeping Children Safe in Education 2019.

Children and Vulnerable adults are defined as:

- 'Child' or 'children' refers to a person or persons under the age of 18 years (defined in the Children Act 2004.)
- 'Vulnerable Adult' is a person aged 18 years or over who is or may be in need of community care services by reason of mental health or other disability, age or illness and who is unable to take care of him or herself against significant harm, abuse or exploitation.

Any incident of alleged misconduct concerning children or vulnerable adults or abuse of these groups will be taken seriously by the Madrasah and responded to swiftly and appropriately in accordance with this policy.

All personal data will be processed by the Madrasah in accordance with the requirements of the current data protection laws (Data Protection Act 1998) and all subsequent amendments and additions.

In line with the vetting and barring scheme the madrasah will ensure that all staff working in regulated activity, whether paid or voluntary, are checked against the disclosure and barring service.

### **1.2. Safeguarding and Child Protection Statement**

We recognise our faith, moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Where it is believed that a child is at risk of or is suffering significant harm, the Madrasah will follow the procedures set out in this policy.

*This Safeguarding and Child Protection Policy applies to all adults, including volunteers, working in or on behalf of the Madrasah and it is expected that everyone working in or for our Madrasah, shares the responsibility to keep children safe from harm and abuse.*

Tawhid Academy is committed to safeguarding and promoting the welfare of all its pupils.

We believe that:

- All children have the right to be protected from harm;
- Children need to be safe and to feel safe in Madrasah;
- Children need support which matches their individual needs, including those who may have experienced abuse;
- All children have the right to speak freely and voice their values and beliefs;
- All children must be encouraged to respect each other's values and support each other;
- All children have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child will achieve better educationally;
- Madrasah can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

### 1.3. Definition of Safeguarding

Safeguarding children is defined in [Working together to safeguard children](#) as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

### 1.4. Aims and Application of the Policy

Tawhid Academy is committed to ensuring that children are effectively safeguarded from the potential risk of harm and that the safety and well-being of the children are of the highest priority in all aspects of the Madrasah work. In addition, it aims to create a culture of vigilance and maintain an ethos whereby staff, pupils, and parents feel able to articulate concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

We aim to:

- Ensure that all stakeholders are aware of and take seriously their responsibility to promote and safeguard the welfare of the children;
- Ensure that all adults who have contact with children in the Madrasah have been properly vetted and cleared as suitable to work and support children in our care/charge;
- Have in place clear procedures for identifying and reporting cases, or suspected cases, of abuse and for supporting pupils where a child protection need has been identified;
- Ensure that all adults who have contact with children in the Madrasah have been trained to undertake their safeguarding responsibilities effectively;
- Ensure that children within our Madrasah are safe at all times.

**Prevention:** Madrasah is committed to early help and identification of unmet needs and vulnerabilities. The Madrasah works in partnership with other agencies and stakeholders to promote the welfare of pupils and keep children safe.

**Protection:** All staff and volunteers are trained to recognise and respond to abuse and neglect. All staff and volunteers are expected to be vigilant and must act quickly when they suspect a child is suffering, or is likely to suffer.

**Support:** Madrasah acknowledges the sensitivity and complex nature of safeguarding and child protection and therefore ensures that pupils, staff and families are supported appropriately.

These aims will be met through:

- **Safe Working Practice;**
- Clearly identified **Roles and Responsibilities;**
- Adherence to **Safer Recruitment and Selection** practices;
- Rigorous **Child Protection Procedures;**
- Effective **Induction and Training.**

The Madrasah is responsible for:

1. Developing and updating its child protection and safeguarding policy, ensuring staff and parents are aware of them.
1. Ensuring that a Designated Safeguarding Lead (DSL) appointed within the madrasah.
2. Providing support and advice to all members of staff within the madrasah regarding child protection concerns.
3. Ensuring all staff receive appropriate child protection and safeguarding training and the maintenance of training records.
4. Maintaining confidential records of safeguarding concerns, any reported child abuse cases and action taken.
5. The Madrasah will call upon the DSL to assist in the delivery of its safeguarding responsibilities, for example, in relation to policy, the implementation of safeguarding procedures, training and sharing best practice etc.

## **2. Staff Code of Conduct**

### **2.1 Safe recruitment and vetting**

Tawhid Academy endeavours to do our utmost to employ 'safe' staff by ensuring our recruitment, selection and pre-employment processes are in line with statutory guidance including Disclosure and Barring Service (DBS) and 'Keeping children safe in education 2018' and these are contained within our 'Safer recruitment policy'.

### **2.2 Training**

It is important that all staff have appropriate training and are confident and competent to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff will receive training during their induction. All staff, including the head teacher will receive training that is updated at least every three years and the Designated Safeguarding Lead (DSL) will receive training updated at least every two years.

### **2.3 Induction**

Madrasah's 'Induction Policy' outlines the procedures for the induction of new staff. All new staff should be inducted fully so that they are able to contribute towards the safeguarding and promoting the welfare of young people. This includes ensuring that new staff are:

- Aware of Madrasah systems and structures for supporting the wellbeing of young people;
- Provided with adequate training on safeguarding issues; and
- Introduced to the designated person(s) in Madrasah who have responsibility for safeguarding.

### **2.4 Infatuations**

All staff are expected to:

- Report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff. This must be reported to a senior leader.

## **2.5 Rewards and gifts**

All staff are expected to:

- Ensure that gifts received or given in situations which may be misconstrued are declared immediately.
- Generally, only give gifts to an individual pupil as part of an agreed reward system.
- When giving gifts other than as above, ensure that these are of an insignificant value and given to all children equally.
- Ensure that the selection processes for gifts and rewards are fair, transparent and (wherever practicable) are undertaken by more than one member of staff.

## **2.6 Allegations**

### **Allegations of abuse made against teachers and other staff**

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Site Lead (Branch Head teacher).  
Allegations against the site lead should be reported to the Head teacher.

The Head teacher should seek professional advice.

## **2.7 Whistleblowing**

Staff that are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount and that they have a duty to respond and inform the Designated Senior Lead.

The Madrasah's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head teacher.

## **3. Safeguarding Arrangements and Good practice**

### **3.1 Site security**

The Madrasah has safety arrangements in place within ALL sites. All premises are locked after students have arrived. Doors are only unlocked by secure members of staff when parents arrive for collection. All students are supervised by a member of staff at all times.

### **3.2 Photography**

All staff are expected to:

- Refrain from making any visual recordings of pupils (still or moving) without the prior consent of a senior leader.
- Ensure that the storage and distribution of such images is approved by senior leaders and care is taken to avoid illicit use of the images.
- Ensure that all images are available for scrutiny in order to screen for acceptability.
- Be able to justify images of children in their possession.
- Avoid making images in one-to-one situations.
- Avoid taking images of pupils using personal mobile phones.

### **3.3 Social contact**

All staff are expected to:

- Advise a senior leader of any (unplanned) social contact they have with a pupil which might cause concern.
- Report and record any situation which they feel might compromise Madrasah or their own professional standing.
- Refrain from sending personal communication to pupils e.g. letters, cards, text messages or emails etc. unless agreed with a senior leader.

### **3.4 Online safety**

Mobile phones, computers and other digital devices can be a source of communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm may include sending hurtful or abusive texts and emails; enticing children to engage in sexually harmful conversations online; inappropriate/indecent webcam filming and photography or face-to-face meetings.

Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

All staff are expected to ensure that children do not use mobile devices on site.

### **3.5 Good practice guidelines**

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 child protection 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 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;
- Share concerns immediately with the DSL; and
- Always act in the best interests of the child or young person.

### 3.6 Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect children and keep them safe. Simplistically this is done by following the 4 R's

- **Recognise** – unmet needs, abuse and harm
- **Respond** – alert the Designated Safeguarding Lead (DSL) and/or Children's Services
- **Record** – ensure records are kept up-to-date and secure
- **Refer** – share information and refer to external agencies to safeguarding and protect children from harm.

## 4. Child Abuse

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.

All staff must be able to recognise signs of abuse and report to DSL, immediately.

### 4.1 Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- Taking all suspicions and disclosures seriously
- Nominating a link person (DSL) who will keep all parties informed and be the central point of contact
- Nominating a separate link people for the child and member of staff, where a member of staff is the subject of an allegation made by a pupil, to avoid any conflict of interest
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Storing records securely
- Offering details of help lines, counselling or other avenues of external support
- Cooperating fully with relevant statutory agencies

Provide time for the member of staff to reflect on child protection issues (e.g. through peer support and/or reflective safeguarding practice/supervision).

## 4.2 Child sexual exploitation (CSE)

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities including non-contact activities. 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).

CSE involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including online bullying (cyber bullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

## 4.3 Emotional and physical abuse

**Emotional abuse** is the persistent emotional maltreatment of a child. 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.

**Physical abuse** involves any action that causes physical harm to a child including fabricating the symptoms of or deliberately inducing illness. 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.

## 4.4 Neglect

**Neglect** is the failure to meet a child's physical and/or psychological needs. 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.

## 4.5 Female genital mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Warning signs for FGM can be found on pages 16-17 of the HM Government Multi-Agency Practice Guidance (link below). [Multi-Agency Practice Guidelines.pdf](#)

- There is a statutory duty upon teachers to report to the police cases where they discover that an act of FGM appears to have been carried out.
- Staff must report any suspected cases to DSL.



## **5. Partnership with Parents**

### **5.1 Parental Responsibility**

*Throughout this policy 'parents' denotes those with parental responsibility.*

The Madrasah shares a purpose with parents (including those with parental responsibility) to educate, keep children safe from harm and have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child. Tawhid Academy will share with parents any concerns we may have about their child unless doing so may place the child at risk of harm.

We encourage parents to discuss any concerns they may have with the Madrasah and make parents aware of our Safeguarding and Child Protection Policy, which is available on the Madrasah website or in hard copy on request.

### **5.2 Notifying Parents**

The Madrasah will normally seek to discuss any concerns about a pupil with their parents (if safe to do so). This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the Madrasah DSL believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care (particularly if the disclosure is sexual abuse, forced marriage, under Prevent Duty, Female Genital Mutilation or Fabricated and Induced Illness).

## **6. Radicalism**

### **6.1 Recognising radicalisation**

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.

- Staff should have a general understanding of how to identify a child who may be at risk of radicalisation
- 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 professional judgement in identifying children who might be at risk of radicalisation and act proportionately
- Staff will undertake training appropriate to their role
- Madrasah technology will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place
- Staff must speak to the DSL if they have concerns

## 6.2 PREVENT

The following guidance is written with regard to the Home Office guidance “Channel: Protecting Vulnerable People from Being Drawn into Terrorism” and “Channel: Vulnerability Assessment Framework”.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government as:

- Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

## 7. Confidentiality and Information Sharing

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Safeguarding Lead, head teacher or Chair of trustees (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subject’s rights

Secure Record of written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the head teacher or DSL.

The Data Protection Act does not prevent Madrasah staff from sharing information with relevant agencies, where that information may help to protect a child.

## 8. Key Contacts

### 8.1 Designated safeguarding leads

The DSL must:

- 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 Madrasah.
- Ensure that all newly-appointed staff and volunteers, teaching and non-teaching, are immediately informed about the Madrasah’s Safeguarding policy and their duties within it, and are informed of the Code of Conduct for all Madrasah 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 Madrasah’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.

<b>Role</b>	<b>Name</b>	<b>Contact</b>
DSL - Headteacher	Mr. Alam Chowdhury	Phone: 07984 151 895
DSL - St. Georges Site	Mrs Pinaz Navapurwala	Phone: 07956 943 643
DSL - Bonham Site	Mrs Qudsia Raja	Phone: 07377 743 108
DSL - Upney Site	Mr. Iqbal Hussain	Phone: 07498 706 201
DSL - Chadwell Site	Mrs Sabina Rashid	Phone: 07900 779 388
DSL - Becontree Site	Mr. Zakir Hussain	Phone: 07886 257 383

### 8.2 Complaints

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Complaints are managed by the Head teacher.

Complaints from staff are dealt with under the Madrasah’s complaints, disciplinary and grievance procedures which can be found in our Madrasah’s complaints policy.

## **9. Implementation, Monitoring & Evaluating the Safeguarding Policy**

The policy will be given to all staff at the start of the academic year. Staff meetings will be used to disseminate the policy, clarify any queries and explain key responsibilities.

The policy will be reviewed annually by senior leaders. The lead responsibility for the monitoring and evaluation of the policy is that of the Designated Person(s).

Staff may find more recent guidance on particular aspects of safeguarding on Keeping children safe in education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>