

## Introduction

Saturday Islamic School (SIS) is committed to ensuring that its pupils are safe from any form of harm and/or abuse. To achieve this it provides its staff and volunteers with training and guidance so that they are able to recognise signs and symptoms of abuse and neglect, and of protecting the well-being and welfare of children/pupils.

The procedures for safeguarding and child protection at SIS are broadly inline with Tower Hamlets Local Safeguarding Children Board (THLSCB) child protection procedures.

Safeguarding and promoting the welfare of children is:

- protecting children from maltreatment;
- preventing impairment of children's health and development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

## Framework

Key documents, which inform this policy, are:

- Keeping children safe in education: information for all school and college staff, DfE, 2018
- Children missing education: statutory guidance for local authorities, DfE, September 2016
- Tower Hamlets Family Wellbeing Model, LBTH, April 2014
- Working Together to Safeguard Children, DfE, March 2013
  - A guide to inter-agency working to safeguard and promote the welfare of children.
- The London Child Protection Procedures, LSCB, 2010
- Safeguarding Children and Safer Recruitment in Education, DCSF Jan 2007
  - Statutory guidance for governing bodies of maintained, non-maintained schools,

## Aims of this policy

This policy aims to provide clear direction to staff and volunteers about the expected behaviour when dealing with safeguarding or child protection issues. It makes explicit the SIS' commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring are handled sensitively, professionally and in ways that support the child's needs. This policy applies to all pupils, staff, governors, volunteers, parents and visitors to Saturday Islamic School.

## Three main elements of this policy

### Prevention

- Providing 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.
- Raising awareness of all staff and volunteers, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensuring that all adults within SIS who have access to children have been rigorously checked as to their suitability using safe recruitment procedures.

## Protection

- Through the establishment of a systematic means of monitoring children, known or thought to be at risk of harm.
- Through the establishment of structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse.
- Through the development of effective working relationships with all other agencies, involved in safeguarding children, particularly the Local Authority (LA).

## Support

- Ensuring that key concepts of child protection are integrated within the school curriculum and pupils are educated about risks associated with internet use and new technology.
- Ensuring that children are listened to and their concerns taken seriously and acted upon.

## Roles and responsibilities

The SIS governing body will take seriously its responsibility to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

Safeguarding also encompasses issues such as pupil health and safety, bullying and a range of other issues, e.g. arrangements to meet the medical needs of children with medical conditions, providing first aid, school security, drugs and substance misuse.

SIS endorses the view that safeguarding vulnerable people/children from radicalisation is no different from safeguarding them from other forms of harm. Appendix 4 details the school's measures to safeguard its pupils from radicalisation<sup>1</sup> and extremism<sup>2</sup> and how to seek the necessary support when required in accordance with the guidance in the Prevent Duty.

The Governing Body is responsible for reviewing this policy at least every two years or earlier in accordance with any relevant guidance.

## Training and support

The Governing body will ensure that:

- There is a designated member of the staff who has undertaken Designated Safeguarding Lead (DSL) training with the LA.
- A member of the governing body is fully trained for safeguarding.
- There is another member of staff who will act in the absence of the DSL, who also has appropriate training.
- All members of staff will receive appropriate training to develop their:
  - understanding of signs and indicators of abuse, (appendix 1)
  - understanding of how to respond to a pupil who discloses abuse, (appendix 2).
  - understanding of the procedures to be followed in sharing a concern of possible abuse or a disclosure of abuse, (appendix 3).
- New staff and volunteers will be advised of the school's child protection arrangements and contact details of DSL, as part of their induction.

## Safe recruitment

Preventing unsuitable people from working with children and young people is essential to keeping children safe. Rigorous selection and recruitment of staff and volunteers is a key responsibility of the

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<sup>1</sup> Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism

<sup>2</sup> Extremism is 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.

Headteacher and the governing body. The Headteacher and a nominated governor will complete the 'Safer Recruitment' training, either on-line or through the London Borough of Tower Hamlets.

Governors may nominate other members of staff to undertake the training. A single central record of checks will be maintained and reviewed regularly by the governing body.

## **Records and monitoring**

Saturday Islamic School is clear about the need to record any concern held about a child/ren within the school. Child protection records will be kept separate from the main pupil records and in a locked cabinet. The records will only be shared on a need to know basis.

## **Responsibilities of the headteacher**

The Headteacher will:

- Ensure that the safeguarding policies and procedures are fully implemented and followed.
- Ensure that staff receive appropriate training and support for safeguarding and child protection.
- Be responsible for receiving allegations against staff and volunteers. The Headteacher will consult the local authority to ensure that the matter is dealt with in an objective and transparent manner. All investigations will be dealt with in accordance with the DfE guidelines.

## **Responsibilities of the designated safeguarding lead**

- Ensuring that all records are kept and confidentially and security are not compromised.
- Making arrangements and coordinating early support as appropriate.
- Referring a child if there are concerns about a child's welfare, possible abuse or neglect, to the Children's Social Care duty team at the Local Authority (LA).
- Acting as a focal point for staff/volunteers' concerns and liaising with other agencies and professionals.
- Attend relevant training for the role and keep up-to-date with guidance.

## **Responsibilities of staff**

- Undertake basic child protection training once every year as part of the induction.
- Be alert to signs of abuse and report immediately to the DSL (see appendix 4).
- Comply with the school policies and procedures on behaviour management and code of conduct.

## **Confidentiality**

The school recognises that all matters relating to safeguarding and child protection are confidential.

- The DSL will disclose personal information about a pupil to other members of staff/volunteers on a need to know basis only.
- All staff/volunteers 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.
- Always undertake to share the school's intention to refer a child to Children's Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.
- All issues of FGM (female genital mutilation) will be reported to the police.

## **Supporting staff**

Saturday Islamic School recognises that staff and volunteers working in the school who have become involved with a child who has suffered or likely to suffer harm may find the situation stressful and upsetting.

The school will support such staff and volunteers by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided for all staff and volunteers by, for example, the Headteacher, a designated governor or a suitably qualified person from an outside agency.

### **Allegations against staff or volunteers**

All school staff and volunteers should take care not to place themselves in a vulnerable position with a child. All staff and volunteers are made aware of the school's behaviour/discipline policy and the staff code of conduct, with reference to professional boundaries in the staff handbook.

We understand that a pupil may make an allegation against a member of staff or a volunteer. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the Branch In-Charge if the Headteacher is not present.

The Head teacher/teacher in-charge will discuss the content of the allegation with the Chair of governors or the Secretary before the matter is discussed with the member of staff concerned.

### **Allegations against the Headteacher**

If an allegation made to a member of staff/volunteer, concerns the behaviour of the Headteacher, the person receiving the allegation will immediately inform the Chair of governors ([mjolil@hotmail.com](mailto:mjolil@hotmail.com)) who will consult the LADO (Local Authority's Designated Officer) without notifying the Headteacher to obtain guidance depending on the nature of the allegation.

### **Links with other policies**

This child protection policy should be read in conjunction with Saturday Islamic School's policy on 'Behaviour and discipline' and the staff handbook.

### **Parental involvement**

It is important that parents/carers understand that the school has a responsibility to safeguard and promote the welfare of children; and share information and work in partnership with other agencies when there are concerns about a child's welfare.

In general the staff will seek to discuss any concerns about a child's welfare with the family and, where possible, seek their agreement to making referral to children's social care. However this should only be done where it will not place a child at increased risk of significant harm.

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## Appendix 1 – Types of abuse and their symptoms

### 1.1 Physical Abuse

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 fabricates the symptoms of, or deliberately induces, illness in a child.

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"><li>Unexplained injuries – bruises /abrasions /lacerations</li><li>The account of the accident may be vague or may vary from one telling to another.</li><li>Unexplained burns</li><li>Regular occurrence of unexplained injuries</li></ul> <p>Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion.</p>	<ul style="list-style-type: none"><li>Withdrawn or aggressive behavioural extremes</li><li>Uncomfortable with physical contact</li><li>Seems afraid to go home</li><li>Complains of soreness or moves uncomfortably</li><li>Wears clothing inappropriate for the weather, in order to cover body.</li><li>The interaction between the child and its carer</li></ul>

### 1.2 Neglect

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent failing to:

- Provide adequate food, clothing and shelter or protect a child from physical and emotional harm/danger
- Ensure adequate supervision (including the use of inadequate care-givers); and access to appropriate medical care or treatment

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

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"><li>Unattended medical need; Underweight or obesity</li><li>Recurrent infection; Unkempt dirty appearance</li><li>Smelly, inadequate /unwashed clothes</li><li>Consistent lack of supervision; consistent hunger</li><li>Inappropriately dressed</li></ul>	<ul style="list-style-type: none"><li>Poor social relationships; indiscriminate friendliness</li><li>Poor concentration; low self-esteem</li><li>Regularly displays fatigue or lethargic; frequently falls asleep in class</li><li>Frequent unexplained absences</li></ul>

### 1.3. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or not valued;
- Imposing age or developmentally inappropriate expectations 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;
- Seeing or hearing the ill-treatment of another; serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children; exploiting and corrupting children.

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"><li>Poor attachment relationship, unresponsive/ neglectful behaviour towards the child's emotional needs</li><li>Persistent negative comments about the child,</li><li>Inappropriate or inconsistent expectations, Self harm</li></ul>	<ul style="list-style-type: none"><li>Low self-esteem, unhappiness, anxiety, withdrawn, insecure, attention seeking, passive or aggressive behavioural extremes</li></ul>

### 1.4 Sexual Abuse

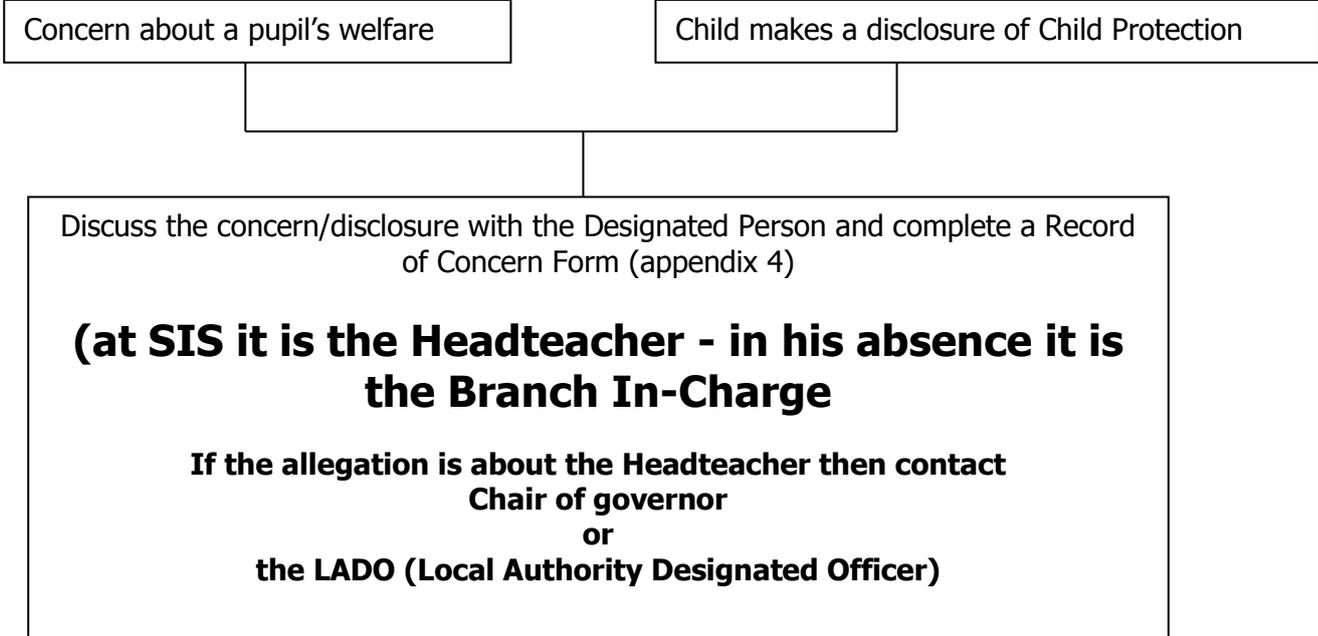
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"><li>Sign of blood / discharge on the child' underclothing</li><li>Awkwardness in walking/sitting; pain or itching – genital area; bruising, scratching, bites on the inner thighs/external genitalia.</li><li>Self harm; sudden weight loss or gain.</li></ul>	<ul style="list-style-type: none"><li>Sexually proactive behaviour or knowledge that is incompatible with the child's age &amp; understanding.</li><li>Drawings &amp; or written work that is sexually explicit</li><li>Self harm /suicide attempts; running away</li><li>Substance abuse; significant devaluing of self</li></ul>

**Appendix 2 – Handling disclosures of abuse**

- Always stop & listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock & disbelief.
- Take the child seriously. Always assume that he/she is telling the truth.
- Do not promise confidentiality; you have a duty to refer to the Designated Person for child protection if 'child in need'.
- Do reassure and alleviate guilt. For example you could say; "you are not to blame." "You have done the right thing to tell someone."
- Do not ask leading questions. For example, "What did she do next?" (this assumes that she did), or "did he touch your private part". The child may well have to tell the story again, and to do so repeatedly will cause undue stress.
- In cases where criminal proceedings occur, such questioning can cause evidence to become invalid.
- Do not ask the child to repeat the incident for another member of staff.
- End by summarising what has been said and what action has been agreed.
- Be clear about what you intend to do next.
- Record carefully what has been said and what actions have been agreed.
- Discuss your concern/disclosure with the designated child protection person at the school.

**Appendix 3 – Procedures to be followed if you have a concern about a child's welfare**



## **The Prevent Duty: preventing people from being drawn into terrorism**

From 1 July 2015, schools became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015. The essence of which is that in the exercise of the school's functions it must have due regard to the need to prevent people (pupils, parents, siblings, staff, volunteers, governors and other key stakeholders) from being drawn into terrorism.

It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation, as mentioned before, is a part of the wider safeguarding duties and no different from protecting children from other forms of harm and abuse. At Saturday Islamic School, we can build pupils' resilience to radicalisation by promoting Islamic Values alongside the fundamental British values and enabling them to challenge extremist views. This should be done as part of the Islamic Studies Curriculum and whole school assemblies on an on-going basis.

Basic training is provided to all staff members at the beginning of each academic year. Staff who join the school during the academic year are given this training as part of their induction to SIS.

Below are some useful information to which all staff should be familiar.

### **In SIS, we provide a wide range of support and guidance with the aim to:**

- understand how an extremist narrative, which can lead to harm, can be challenged by staff in schools; and to model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;
- understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism; and to understand how to manage risks within the school;
- understanding how to support individuals who are vulnerable, through strategies to support, challenge and protect;
- increase the resilience of pupils and of the school community by helping pupils to acquire skills and knowledge to challenge extremist views, and by promoting an ethos and values that promote respect for others, and;
- use Islamic Studies curriculum and other opportunities which allow grievances to be aired, explored and which demonstrate the roles of conflict resolution and active citizenship.

Exposing children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

"Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm." Home Office – The Prevent Strategy.

### **Why might a young person be drawn towards extremist ideology?**

A decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging;
- may be driven by the desire for 'adventure' and excitement;
- may be driven by a desire to enhance the self-esteem of the individual and promote their 'street cred';
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support, and;
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination.

### **Recognising Extremism - early indicators may include:**

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as 'Muslims Against Crusades' or other non-proscribed extremist groups such as the 'English Defence League'.
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online; therefore, young people's involvement with particular groups may not be apparent through their social presentation.)

## **Reporting**

In the first instance, report any concerns to the Designated Safeguarding Lead. To deal with the concerns about a child being involved in, drawn into, or susceptible to violent extremism, the DSL will follow the referral route described below.

- Talk to the family and other professionals working with the young person about the concerns and get their views. (If the family is implicated in potential extremism contact will be made with the Social Inclusion Panel first).

## **Prevention**

The school seeks to prevent extremism through its curriculum and other activities. These include:

- Work on community cohesion, tolerance and anti-violence addressed throughout Islamic Studies curriculum.
- Open discussion and debate of issues and the law in a supportive environment.
- Anti-bullying work including violence against women
- Rewarding positive behaviour
- Pastoral and induction support
- Work on safety, risk and crime prevention
- Opportunities for channelling positive engagement e.g. charity work/fund-raising
- Parenting programmes to ensure consistent messages between home and school delivered through partner organisations

## **Visitors**

- SIS has a policy of not inviting visitors who are not associated with the school to assemblies or any other programme/events.

## **School Governors**

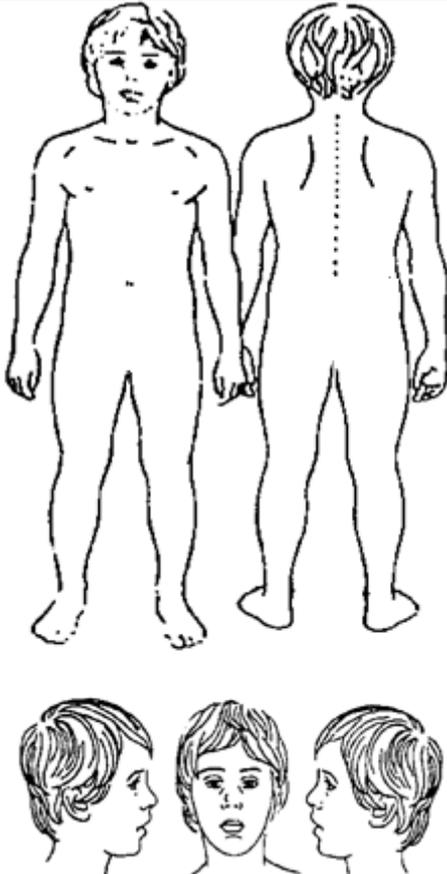
Governors are responsible for ensuring Prevent issues are being addressed through the Islamic Studies curriculum and that the safeguarding policy reflects vulnerability to radicalisation.



**Appendix 4 – Safeguarding & Child Protection Record of Concern**  
*Please use this sheet to report your concerns to the Designated Person for child protection*

**PRIVATE & CONFIDENTIAL**

**Part 1:** to be completed by the person reporting the concern or the allegation

Child's full name:			
Date of birth		Class	
Record the allegation in child's own words or provide details of your concern – please be clear, precise and factual (use additional sheet if required)			
			
Name of staff		Signature	Date

**Part B:** to be completed by the Designated Person

Actions taken & outcome			
Name of staff		Signature	Date