

Saturday Islamic School

Child Protection Policy



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, 2014
- 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.

The Governing Body is responsible for reviewing this policy at least every three 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 Person Child Protection training with the LA.
- A member of the governing body is fully trained for safeguarding.
- There are two other members of staff/volunteers who will act in the absence of the Designated Person, who also have 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 the Designated Person, 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 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 resources are allocated to enable the Designated Person and other staff to attend strategy discussion, inter-agency meetings, contribute to assessments etc.
- Ensure that appropriate members of staff have received training on the use of the Common Assessment Framework in order to identify children with additional needs to receive appropriate support at an early stage.
- 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 'Safeguarding Children & Safer Recruitment in Education', guidelines.

RESPONSIBILITIES OF THE DESIGNATED PERSON

- 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).
- Ensuring that all records are kept confidentially, secure.
- Acting as a focal point for staff/volunteers' concerns and liaising with other agencies and professionals.
- Ensure that all staff receive basic child protection training once every three years.
- Ensure that all volunteers and supply teaching staff are made aware of the CP procedures.
- Attend relevant training for the role once every two years.
- Providing an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the Designated Person, school staff and governors.

RESPONSIBILITIES OF THE STAFF & VOLUNTEERS IN THE SCHOOL (teaching & non-teaching)

- Undertake basic child protection training once every three years.
- Be alert to signs of abuse and report immediately to the Designated Person (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 child protection are confidential.

- The Designated Person 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.

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 Designated Person and to seek further support. This could be provided for all staff and volunteers by, for example, the Head teacher, a designated governor or a suitably qualified person from an outside agency.

ALLEGATIONS AGAINST STAFF AND 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 Teacher 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.

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 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 INVOLVMENT

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"> ▪ Unexplained injuries – bruises /abrasions /lacerations ▪ The account of the accident may be vague or may vary from one telling to another. ▪ Unexplained burns ▪ Regular occurrence of unexplained injuries <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"> ▪ Withdrawn or aggressive behavioural extremes ▪ Uncomfortable with physical contact ▪ Seems afraid to go home ▪ Complains of soreness or moves uncomfortably ▪ Wears clothing inappropriate for the weather, in order to cover body. ▪ The interaction between the child and its carer

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

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

1.4 Sexual Abuse

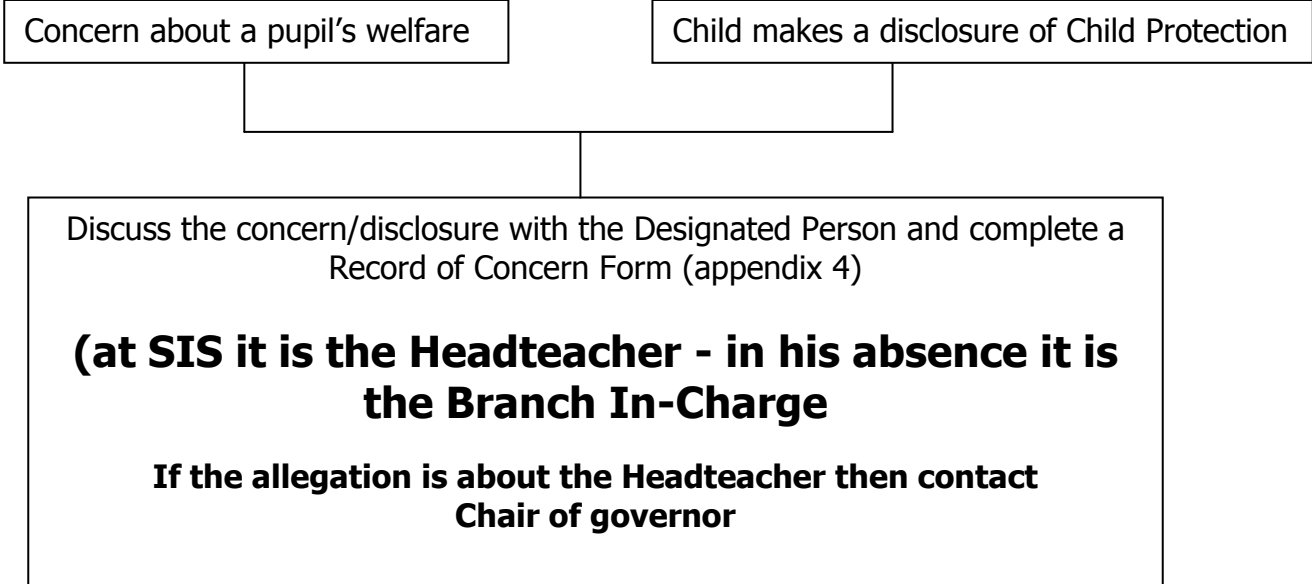
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. Sexual abuse includes 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"> ▪ Sign of blood / discharge on the child’ underclothing ▪ Awkwardness in walking/sitting; pain or itching – genital area; bruising, scratching, bites on the inner thighs/external genitalia. ▪ Self harm; sudden weight loss or gain. 	<ul style="list-style-type: none"> ▪ Sexually proactive behaviour or knowledge that is incompatible with the child’s age & understanding. ▪ Drawings & or written work that is sexually explicit ▪ Self harm /suicide attempts; running away ▪ Substance abuse; significant devaluing of self

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

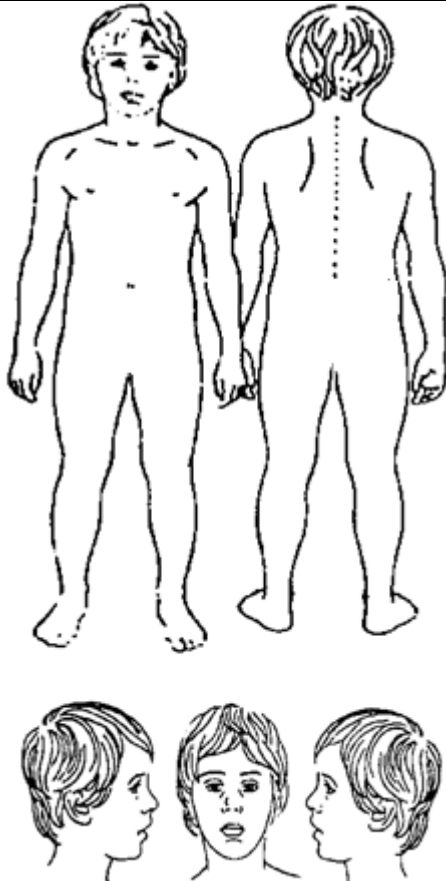




Appendix 4 – Child Protection Record of Concern
Please use this sheet to report your concerns to the Designated Person for child protection

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