



Quwwat Education Centre, Peel Hall Street, Preston, PR1 6QQ

# Madrasah Child Protection Policy

"الرَّاحِمُونَ يَرْحَمُهُمُ الرَّحْمَنُ، ارْحَمُوا مَنْ فِي الْأَرْضِ يَرْحَمَكُم مِّنْ فِي السَّمَاءِ"

“Those who are merciful will be shown mercy by the Most Merciful. Be merciful to those on the earth and the One in the heavens will have mercy upon you.” (Tirmidhi)

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**Signed on behalf of:** 

**Name of Signatory:** Khalid Ibrahim

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### Hadith - I

عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو بْنِ الْعَاصِ ، أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ ، قَالَ : " الرَّاحِمُونَ يَرْحَمُهُمُ الرَّحْمَنُ ، اِرْحَمُوا مَنْ فِي الْأَرْضِ يَرْحَمَكُم مَّن فِي السَّمَاءِ "

Abdullah ibn Amr (رضي الله عنه) reported that the Messenger of Allah (صلى الله عليه وسلم) said:

**“Those who are merciful will be shown mercy by the Most Merciful. Be merciful to those on the earth and the One in the heavens will have mercy upon you.”** (Tirmidhi)

### Hadith - II

وعن جرير بن عبد الله رضي الله عنه قال: قال رسول الله صلى الله عليه وسلم " من لا يرحم الناس لا يرحمه الله "

Jarir bin 'Abdullah (رضي الله عنه) reported that the Messenger of Allah (صلى الله عليه وسلم) said:

**"He who is not merciful to people, Allah will not be merciful to him."** (Bukhari)

### Hadith – III

عن ابن عباس، قال قال رسول الله علموا ويسروا ولا تعسروا وإذا غضبت فاسكت وإذا غضبت فاسكت وإذا غضبت فاسكت

Ibn Abbaas (رضي الله عنهما) reports that the Messenger of Allah (صلى الله عليه وسلم) said:

**“Educate people and use words that will motivate them to do good, do not say things that will break their courage and when you become angry, remain silent.”**

(Musnad Ahmed)

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## 1. Policy Statement and Principles

This policy is one of a series in the Madrasah's integrated safeguarding portfolio. Further details on key aspects of the Safeguarding (Child Protection) Policy are provided in the following policies:

- Anti-Bullying Policy
- Safer Recruitment Policy
- Induction Policy
- Rewards and Sanction Policy

### Safeguarding & 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.

### Our core safeguarding principles are:

- The Madrasah's responsibility to safeguard and promote the welfare of children is of paramount importance
- Safer children make more successful learners
- Representatives of the Madrasah's community of pupils, parents, staff and trustees will be involved in policy development and review
- Policies will be reviewed at least annually

### Policy Aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the Madrasah's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the Madrasah's safeguarding portfolio

**Prevention:** Madrasah is committed to early help and identification of unmet needs and vulnerabilities. The Madrasah works in partnership with other agencies 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.

At Madrasah we recognise that effective safeguarding systems are those which:

- Put the child's needs first;
- Provide children with a voice;
- Promote identification of early help;
- Encourage multi-agency working and sharing of information.

## **Terminology**

**Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes (**Working Together to Safeguard Children 2018**).

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the Madrasah, full time or part time, in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached their 18th birthday.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents or legal guardian

## **2. 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

### **All staff (including committee members):**

- Must have children's safeguarding training appropriate to their role and responsibility which is updated at least every 3 years (except Designated Leads);
- Should be aware of the signs of abuse and neglect;
- Should be aware of how to respond to specific safeguarding concerns as outlined in this policy;
- Have a responsibility to identify those children who may require early intervention support and what action to take to ensure they are supported appropriately;
- Have a responsibility to identify and respond to a child who is or likely to suffer significant harm and what action they must take, appropriate to their role;
- Must be aware of the importance of multi-agency partnership working and information sharing processes;

### **The trustees and committee must ensure that:**

- The Madrasah complies with their duties under child protection;
- All staff have read at least part one of Keeping children safe in education;
- The Madrasah contributes to multi and inter-agency working;
- There is a child protection policy and procedures, reviewed and updated annually and made available to parents;
- There are procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head Teacher and a nominated person;
- Policies adopted by the senior leaders are disseminated, followed and understood by staff;
- They appoint a member of staff from the senior leadership team to the role of Designated Safeguarding Lead (DSL);
- There are written recruitment and selection procedures that include the requirement for appropriate pre-employment checks and at least one person on any appointment panel has undertaken safer recruitment training;
- There are procedures in place to handle allegations of abuse of children against other children;
- The child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback;

### **The Head teacher:**

- Ensures that the child protection policy and procedures are implemented and followed by all staff;
- Allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively;
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures;
- Ensures that pupils' safety and welfare is addressed through the curriculum;

### **The Designated Safeguarding Lead (DSL):**

A deputy lead must also be identified who can undertake those functions in the absence of the DSL.

The broad areas of responsibility for the Designated Safeguarding Lead as outlined in 'Keeping children safe in education 2018' are:

***Managing referrals:***

Refer cases of suspected abuse to the local authority children's social care and to:

- To the designated officer for child protection concerns (all cases which concern a staff member)- this remains the LADO in LCC
- To the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- The Police (cases where a crime may have been committed)

The head teacher must be informed of these issues especially ongoing enquiries and police investigations.

***Training:*** The DSL should receive appropriate training every two years in order to:

- Understand the assessment process for providing early help and intervention;
- Ensure each member of staff has access to and understands the child protection policy and procedures, especially new staff and volunteers;
- Be alert to the specific needs of children in need, those with special educational needs;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the Madrasah may put in place to protect them.

***Raising Awareness:*** The designated safeguarding lead should ensure Madrasah's policies are known and used appropriately:

- Ensure Madrasah's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the senior leaders on this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Madrasah in this;

### **3. 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.

### **Rewards & 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.
- Where 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.

### **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.

### **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.

### **Photography, Videos and other Creative arts**

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.

### **4. Children who may be particularly vulnerable**

It is vital that children receive the right help and support at the right time to address unmet needs and identify risks to prevent issues from escalating.

**To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:**

- Disabled or have special educational needs
- Living in a domestically abusive situation
- Affected by parental substance misuse
- Regularly absent from Madrasah
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment
- Children that are subject to a Child Protection Plan
- Exhibit any changing behaviours that cause concerns

### **5. Recognising and Responding to Safeguarding Concerns**

All staff should be aware of the signs of abuse and neglect and if they are unsure they should speak to the DSL. In exceptional circumstances or for advice and support, staff and the DSL can contact the Children's services social care on 0300 123 6720.

The Department for Education 'What to do if you are worried a child is being abused - Advice for practitioners' is a booklet that helps staff to identify child abuse and neglect and take appropriate action in response. All staff should be able to access a copy of this.



What\_to\_do\_if\_you\_  
re\_worried\_a\_child\_is

The following flowchart will be visible for staff to be able to identify actions required when they have a safeguarding concern:



Action when a child  
has Suffered or is like

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. There are four categories of abuse: physical, emotional, sexual abuse and neglect:

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

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger. It may feature age – or developmentally – inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **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 or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **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 or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

*(Definitions are taken from Working Together to Safeguard Children 2018).*

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's services social care on 0300123 6720 immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

## **If a pupil discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

### **During their conversations with the pupils, staff will:**

- Allow them to speak freely
- Remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- Not be afraid of silences – staff must remember how hard this must be for the pupil
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this
- Tell the pupil that in order to help them, the member of staff must pass the information on
- Do not automatically offer any physical touch as comfort. It may be anything but comfort to a child who has been abused
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be interpreted by the child to mean that they have done something wrong
- Tell the pupil what will happen next. The pupil may agree to go to see the designated senior person. Otherwise it is the duty of the member of staff to inform the DSL of what has been discussed. If the pupil does agree to go and see the designated person, the staff member should inform the DSL that the child will be coming to see them at some point
- Report verbally to the DSL even if the child has promised to do it by themselves
- Write up their conversation as soon as possible and hand it to the designated person
- Seek support if they feel distressed.

## **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 (FII)).

## **6. Specific Safeguarding Circumstances**

### **Child Sexual Exploitation (CSE)**

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 on line 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.

Link to Pan Lancashire CSE Standard Operating Protocol:

[http://panlancashirescb.proceduresonline.com/chapters/p\\_child\\_sex\\_exp.html](http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html)

### **Prevent**

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
- The DSL must follow LSCB (local safeguarding children board) procedures in relation to obtaining advice and/or making a referral to Channel

Link to LSCB procedures:

[http://panlancashirescb.proceduresonline.com/chapters/p\\_violent\\_extremism.html](http://panlancashirescb.proceduresonline.com/chapters/p_violent_extremism.html)

### **Recognising extremism and radicalisation**

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.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that Madrasah staff are able to recognise those vulnerabilities.

Staff should be alert to look out for signs and triggers when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

Indicators of vulnerability include:

- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need –pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;

- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## **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.pc

- 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 and follow LSCB procedures.

[http://panlancashirescb.proceduresonline.com/chapters/p\\_female\\_mutilation.html](http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html)

## **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.

## **7. 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 person 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
- Co-operating 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).

## **8. Safer Recruitment**

Our Madrasah 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'.

See also 'single central record'.

## **9. 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.

## **10. 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 Head teacher.

Allegations against the Head teacher should be reported to the Chair of trustees

The Head teacher and/or Chair of trustees should seek professional advice.

The full procedures for dealing with allegations against staff can be found in the LSCB's policy on allegations against staff

**Staff conduct:** 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 whistle blowing 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.

## **11. 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.

## **12. Staff 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 DSL will receive training updated at least every two years.

## **13. 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.

The Madrasah policy will reflect the LSCB Multi Agency Information Sharing Policy:

[http://panlancashirescb.proceduresonline.com/chapters/p\\_info\\_share\\_confident.html](http://panlancashirescb.proceduresonline.com/chapters/p_info_share_confident.html)

Staff may find more recent guidance on particular aspects of safeguarding. These include:

- Keeping children safe in education  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Supporting young people with drug/alcohol abusing parents  
[www.teachernet.gov.uk/childprotection/guidance.htm](http://www.teachernet.gov.uk/childprotection/guidance.htm)
- Channel – working together to counter terrorism  
[channelreferrals@lancashire.pnn.police.uk](mailto:channelreferrals@lancashire.pnn.police.uk) – 01772 413029
- Supporting young people in cases of domestic violence  
[www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)
- Young people who sexually abuse  
[www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)
- Sexual Exploitation of Young people  
[www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)
- Forced Marriages  
*Dealing with Cases of Forced Marriage*, which is available at [www.fco.gov.uk](http://www.fco.gov.uk).

#### **14. Implementation, Monitoring & Evaluating the Safeguarding (Child Protection) 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)