



Jamaitul Ilm Wal Huda, 30 Moss Street, Blackburn, BB1 5JT

Safeguarding 'Child Protection' Policy

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Notes: This policy is one of a series in the school's integrated safeguarding portfolio.
This policy will be reviewed annually.

Signed on behalf of Jamiah: *Abdus Samad Ahmed* @Ahmed



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1. Policy Statement and Principles

This policy is one of a series in the school's integrated safeguarding portfolio. Further details on key aspects of the Safeguarding (Child Protection) Policy are provided in the following other policies: Please contact Jamiah on 01254 673105 or via email on info@jamiah.co.uk if you wish to read other Jamiah policies.

- Anti-Bullying Policy
- Children missing in education
- Prevent Action plan
- Safer Recruitment Policy
- Induction Policy
- Rewards and Sanction Policy

Safeguarding & Child Protection Statement

We recognise our 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 school will follow the procedures set out in the Blackburn with Darwen Local Safeguarding Children Board (LSCB) Procedures.

These are available in electronic form at: <http://www.lscb.org.uk>

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- representatives of the whole-school community of pupils, parents, staff and governors 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 school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

Prevention: Jamiah is committed to early help and identification of unmet needs and vulnerabilities. The school 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, harm (in line with the Local Safeguarding Children Board procedures).

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

At Jamiah 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 2016**).

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm (**Children Act 1989**).

Staff refers to all those working for or on behalf of the school, 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. Statutory Guidance

Education Act 2002: Section 157 and the Education (Independent Schools Standards) (England) Regulations 2015 require proprietors of independent schools to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Working Together to Safeguard Children 2016 sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non provision academies

Keeping children safe in education: Statutory guidance for schools and colleges 2016 was issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This contains information on what schools and colleges **should** do and sets out the legal duties with which schools **must** comply.

The Local Safeguarding Children Board (LSCB) from time to time will want to monitor schools compliance with their duties by way of a self-assessment audit. This audit will form a key part of local evidence and can be used by schools to identify improvements they require in their safeguarding arrangements.

The Equality Act 2010: It is unlawful for a school to discriminate against a pupil by treating them less favourably because of their or any associates sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

3. 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 governors):

- Must have read part A of Keeping children safe in education 2016;
- must have children's safeguarding training appropriate to their role and responsibility which is refreshed annually;
- 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;
- who work directly with children and can contribute to early support and safeguarding assessments must be aware of the risk sensible approach to safeguarding adopted in Blackburn with Darwen (BwD).

The proprietor and governing body must ensure that:

- the school complies with their duties under legislation;
- all staff have read at least part one of Keeping children safe in education 2016;
- the school contributes to multi and interagency working in line with Working Together to Safeguard Children 2016. This includes early help, child in need and child protection assessments (see Chapter 5);
- there is a child protection policy and procedures that are consistent with LSCB requirements, reviewed and updated annually and made available to parents (available on the school website);
- there are procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head Teacher and a nominated;
- policies adopted by the governing body 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);
- they consider how children may be taught about safeguarding (including online) through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- 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;
- there are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future;

- 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;
- ensure the school ICT policy addresses the safety of children in accessing terrorist and extremist material when accessing the internet and that suitable filtering software is in place.

The Proprietor:

- 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, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- 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 2016' are:

Managing referrals:

- Refer all cases of suspected abuse to the local authority children's social care and:
 - To the designated officer for child protection concerns (all cases which concern a staff member)-this remains the LADO in BwD
 - To the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - The Police (cases where a crime may have been committed)
- Should liaise with the Principal to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities' conduct child protection case conferences and child protection review conferences and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the schools child protection policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- 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 school or college may put in place to protect them.

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

- Ensure Jamiah's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding 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 Jamiah in this;
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding; and
- Where children leave Jamiah ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

4. 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 school's 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, physical support during PE 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;
- be aware and sensitive of different cultures and different communities;
- be aware of the possible necessity for a neutral translator for a child who cannot express himself in English as well as in his mother tongue;
- share concerns immediately with the DSL; and
- always act in the best interests of the child or young person.

Property and Behaviour

All staff are expected to refrain from:

- Behaving in a manner which could lead any reasonable person to question their suitability to work with children.
- Making inappropriate (innuendo) remarks to, or about, a student.
- Discussing personal relationships with or in the presence of students.
- Discussing a student's personal relationships in inappropriate settings or contexts.
- Making unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

Dress and Appearance

All staff are expected to wear clothing which:

- Promotes a positive and professional image.
- Is appropriate to their role.
- Is not likely to be viewed as offensive, revealing or provocative.
- Does not distract, cause embarrassment or give rise to misunderstanding.
- Is absent of any political or otherwise contentious slogans.
- Is not considered to be discriminatory.

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 student 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 student may be infatuated with a member of staff. This must be reported to a senior leader.

Social Contact

All staff are expected to:

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

Communication using Technology

All staff are expected to refrain from:

- Passing personal contact details to students including email, home or mobile phone numbers unless the need to do so is agreed with a senior leader.
- Any communication with students which may be construed as grooming.
- Making any visual recordings of students (still or moving) without the prior consent of a senior leader.
- Using any personal equipment when communicating with students.

For the purposes of exchanging coursework or homework only, it is permitted for staff to exchange their school email address with students. However, any correspondence whilst using school email must be very cautious and perfunctory to avoid any misconstruing.

Photography, Videos and other Creative arts

All staff are expected to:

- Refrain from making any visual recordings of students (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 students using personal mobile phones.

5. 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
- asylum seekers
- regularly absent from school
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living a transient lifestyle
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment
- speakers of another first language
- children that are subject to a Child Protection Plan
- exhibit any changing behaviours that cause concerns
- missing from education

Blackburn with Darwen Continuum of Need and Response

The Blackburn with Darwen Children's Continuum of Need and Response (CoNR) framework is a tool to assist all those whose work brings them into contact with children, young people and their families (including the unborn child) to identify the level of help and protection required to ensure children grow up in circumstances that achieve their best outcomes. The framework supports a risk sensible approach (see Appendix A).

Early Support

Early support and intervention to address unmet needs can be either single agency (such as within school) or multi-agency as part of the Child and Family (CAF) assessment and plan.

Under LSCB information sharing guidelines consent is required to undertake a CAF assessment

6. 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 Multi Agency Safeguarding Hub (MASH) 01254 666400.

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

The above guidance has been amended from 'Keeping children safe in education' to reflect local procedures.

Child in Need (CIN)

Under section 17 (s.17 (10)) of the Children Act 1989, a child is 'in need' if:

- The child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- The child's health or development is likely to be impaired, or further impaired, without the provision of such services;
- The child is disabled.

Referral to Children's Services is via the Multi Agency Safeguarding Hub using the MASH form (see the next section)

Child in Need of Protection

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- is the subject of an Emergency Protection Order;
- is in Police Protection; or where they have
- reasonable cause to suspect that a child is suffering or is likely to suffer significant harm

A professional making a child protection referral under s.47 must provide information that highlights what the child's unmet needs (underlying risk factors) are as well as high risk indicators that potentially identify the child may be suffering or likely to suffer significant harm.

The underlying risk factors and high risk indicators are identified on the Multi Agency Safeguarding Hub (MASH) form which is to be used for all referrals to Children's Services (Also see referral flow chart appendix A):



mash_ref_form.docx

Under LSCB information sharing guidelines, consent can be overridden for a child protection referral

Referral to children's social care

- Telephone Blackburn with Darwen Borough – MASH (Multi-Agency Safeguarding Hub) 01254 666400
- Complete a MASH referral form and send securely to cypreferrals@blackburn.gcsx.gov.uk

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, or the exploitation or corruption of children. 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, including prostitution, 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 occur during pregnancy as a result of maternal substance misuse. Once a child is born, 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 2016).

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to MASH 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.

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help and protect the child, for example, call 999
- report your concern to the DSL as soon as possible
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed

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
- endeavour to utilise a neutral translator if necessary
- 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 on the record of concern form and hand it to the designated person
- seek support if they feel distressed.

Notifying parents

The school 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 school/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)).

7. 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 (cyberbullying) 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.

- All staff will undertake CSE training appropriate to their role
- The school curriculum will include relevant information around the risks of and associated with CSE.

Link to Pan Lancashire CSE Standard Operating Protocol:

http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html

Children Missing from Education

This can be a potential sign of abuse or neglect including sexual exploitation, forced marriage or travelling to conflict zones. Staff must follow school procedures when a child misses education particularly on repeat occasions to prevent the risk of them going missing in the future.

The school will inform the local authority of any pupil who is going to be deleted from the register whereby:

- parents have removed them from school for education outside of the school system e.g. home schooling
- they have ceased to attend school and no longer live within reasonable distance of the school
- they have been certified by the school medical officer as unlikely to be fit to attend school before ceasing to be of compulsory school age
- the child is in custody for a period of more than four months and school does not believe they will return at the end of that period
- the child has been permanently excluded
- the child has been absent without permission for a continuous period of 10 days or more

Refer to 'Children missing in Education' policy for further guidance:

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. From July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act of 2015, to have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'.

- 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 (the DSL will undertake Prevent Workshop to Raise Awareness of Prevent (WRAP) training)
- the school ICT policy 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 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

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 in the Prevent Strategy 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 school 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. Although Jamiah has no female pupils DSL will be responsible if any concerns are raised.

Warning signs for FGM can be found on pages 16-17 of the HM Government Multi-Agency Practice Guidance (link below), and pages 42-44 focuses on the role of schools and colleges.



- 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 also follow LSCB procedures.

http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html

Online Safety

Mobile phones, computers and other digital devices can be a source of fun, entertainment, 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.

The school's ICT accessible use policy explains how we try to keep pupils safe in school. Children and young people may unknowingly also engage in activities that could put themselves and others at risk, such as revealing personal information and uploading images of others.

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.

- School policies/measures will encourage good behaviour and respect (this includes around bullying)
- We have an anti-bullying / behaviour policy that links to online safety
- We ensure policies take into account equality and diversity

Modern Slavery

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery, e.g. human trafficking, slavery, sexual and criminal exploitation, forced labour and domestic servitude. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

Currently, victims of human trafficking who are identified by a 'first responder', including local authorities, can be referred to the NCA via the NRM (National Referral Mechanism) however this is on a voluntary basis and with the adult victim's consent.

Children do not need to give their consent to be referred to the NCA.

- Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery
- The DSL should then contact the NCA and the following persons:
 - Lauren Lysons (MASH Area Team Manager) who is the Single Point of Contact (SPOC) for concerns about children.
 - Sam Mirfin (Safeguarding Adults Team Manager) who is the SPOC for concerns about adults.

Further information on the above and other specific safeguarding concerns (below) can be found on the following:

- <http://panlancashirescb.proceduresonline.com/chapters/contents.html#specific>
 - TES website: <https://www.tes.com/uk/>
 - NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/>
-
- children missing from home or care
 - bullying including cyber/online bullying
 - domestic violence
 - substance misuse
 - fabricated or induced illness
 - faith abuse
 - forced marriage
 - gangs and youth violence
 - gender-based violence/violence against women and girls (VAWG)
 - mental health
 - private fostering
 - sexting
 - teenage relationship abuse
 - modern slavery

Peer on Peer Abuse

A child may appear anxious, depressed and emotionally withdrawn with low self-esteem; a child may have mental health disorders and display behaviours such as self-harming, self-cutting or anorexia; sometimes a child may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol; a child may present with a sudden decline in their performance, aspirations or motivation; a decline in punctuality which may be the result of having to “negotiate” their way out of the house; running away from home; no time allowed for extra-curricular activities; family history of older siblings leaving education early and marrying early.

Incidents of peer on peer abuse will be dealt in line with the normal School safeguarding procedures.

In dealing with peer on peer abuse, Jamiah recognises:

- an alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Any decision on action in respect of the alleged perpetrator must be based on the risk they pose to other children and what can be done to minimise this risk. Assessment of an alleged perpetrator’s needs will include consideration of:

Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

There are a number of definitions of sexting but, for the purposes of this policy, sexting is simply defined as images or videos generated by children under the age of 18, or of children under the age of 18, that are of a sexual nature or are indecent. These images are shared between young.

Peer on Peer Abuse: Sexting – Specific Guidance

That peer on peer abuse often occurs in the same school or neighbourhood, thus it is important any response takes account of how a network of peer relationships is affected;

The relationship between sexual exploitation, serious youth violence, and teenage relationship abuse, and the need to ensure it is recognised when young people are experiencing multiple forms of abuse;

That young people who have experienced abuse and exploitation can also be groomed to abuse their peers, requiring a much more holistic approach to safeguarding;

That different gender issues can be prevalent;

That peer on peer abuse can be influenced by the nature of the environments in which young people spend their time (e.g. exposure to violence on the streets, exposure to harmful social norms related to gender, relationships and consent);

that peer on peer abuse hinges upon young people's experiences of power, and ultimately the notion of consent (while young people who abuse their peers have power over the young person they are harming, they may be simultaneously powerless in relation to some peers who are encouraging their behaviour or in the home where they are being abused).

The nature, extent and context of the abusive behaviours;

The young person's development and family and social circumstances;

Whether the young person appears to pose a continuing risk and, if so - who is likely to be at risk from him/her, and the nature and degree of the risk.

The young person's need for services, both those which relate to his/her harmful behaviour and other significant needs;

Whether the young person is also at risk of significant harm and should be the subject of a child protection conference; and whether action is to be taken within the criminal justice system.

- People and/or adults via a mobile phone, handheld device or website with people they may not even know.

Sexting may be categorised as:

Young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. Under this legislation it is a crime to:

Incidents of sexting will be dealt in line with the normal School safeguarding procedures.

In responding to a disclosure regarding sexting, the School will consider:

In line with the revised Education Act 2011 and the Powers of Search Policy, the School may examine, confiscate and securely store a device if there is reason to believe it contains indecent images or extreme pornography. The School will not search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the pupil/young person unless there is clear evidence to suggest that there is an immediate problem.

If any illegal images of a child are found, the school will consider whether to inform the police. As a general rule it will almost always be proportionate to refer any incident involving "aggravated" sharing of images to the police, whereas purely "experimental" conduct may

Aggravated incidents of sexting involving criminal or abusive elements beyond the creation of an image. These include further elements, adult involvement or criminal or abusive behaviour by minors such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a minor who was pictured.

Experimental incidents of sexting involve youths taking pictures of themselves to share with established boy or girlfriends, to create romantic interest in other youth, or for reasons such as attention seeking. There is no criminal element (and certainly no criminal intent) beyond the creation and sending of the images and no apparent malice or lack of willing participation. Wolak and Finkelhor 'Sexting: a Typology' March 2011 take an indecent photograph or allow an indecent photograph to be taken; make an indecent photograph (this includes downloading or opening an image that has been sent via email); distribute or show such an image; possess with the intention of distributing images; advertise; and possess such images.

Is the pupil making a disclosure about receiving an image, sending an image or sharing an image?

What sort of image is it? Is it potentially illegal or is it inappropriate?

How widely has the image been shared and is the device in their possession?

Is it a school device or a personal device?

Are there other pupils and/or young people involved?

Do they know where the image has ended up?

- proportionately be dealt with without such referral, most particularly if it involves the child sharing images of themselves. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police. If an "experimental" incident is not referred to the police, the reasons for this should be recorded in writing. In making a decision to refer, the School will take into a range of factors such as the age of the victim, the level of coercion involved and the degree of nudity in the images.

If the image has been shared across a personal mobile device, the School:

If the image has been shared across a school network, a website or a social network, the School:

The School will never print an image as evidence.

Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. The NSPCC offers information for schools on its website www.nspcc.org.uk. Broad government guidance on the issues listed below can also be accessed via the www.gov.uk website.

8. 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 helplines, counselling or other avenues of external support
- cooperating fully with relevant statutory agencies
- making sure a neutral interpreter is available when English is not the child's first language
- provide time for the member of staff to reflect on child protection issues (e.g. through peer support and/or reflective safeguarding practice/supervision) as outlined in Working Together to Safeguard Children 2016.

9. Safer Recruitment

Our school 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 2016' and these are contained within our 'Safer recruitment policy'.

See also 'single central record' on page 19.

Regulated activity requires an enhanced DBS certificate and this includes barred list information. Regulated activity is if a member of staff:

- will be responsible, on a regular basis in Jamiah, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children (this includes unsupervised volunteers); or
- engage in intimate or personal care or overnight activity, even if this happens only once

Teaching staff: anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

School will register and complete these checks as appropriate:

<https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>

For staff who have regular contact not classed as regulated activity: an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors that would have the opportunity for contact with children and who work under a temporary or occasional contract

Supervised volunteers: In a school or college, a supervised volunteer who regularly teaches or looks after children is not in regulated activity. The Department for Education (DfE) has published separate statutory guidance on supervision and regulated activity which schools and colleges should have regard to when considering which checks should be undertaken on volunteers. This is set out at Annex D of Keeping Children Safe in Education.

Further information is available on the following document:



Senior Students:

- Jamiah will ensure any student who has been appointed to carry out additional responsibilities in Jamiah will be checked against disclosure and barring service before commencing these responsibilities.

External Contractors:

- Jamiah will ensure that any contractor or their employees has been subject to the appropriate level of DBS check prior to undertaking work in school.

Single Central Record:

Keeping Children Safe in Education (2016) sets out the schools responsibility to keep all staff details on the Single Central Record (see Appendix B). This will cover the following

- all staff who work at the school: and all members of the governing body, trustees and the proprietor.

Safer recruitment means that all applicants will (appropriate to the role & responsibility):

- have their identity checked;
- a barred list check;
- An enhance DBS check/certificate;
- A prohibition from teaching check;
- Further checks on people living or working outside the UK;
- A check of professional qualifications: and
- A check to establish the persons right to work in the UK

Further information on details that school must keep can be found in 'Keeping children safe in education 2016'.

Induction

Jamiah'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 school 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 Jamiah 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 Principal.

Allegations against the Principal should be reported to the Chair of governors

The Principal and/or Chair of Governors must discuss the allegation and with the Local Authority Designated Officer (LADO).

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

http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html

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 school'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 Principal.

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 senior staff, the Principal and governors.

Complaints from staff are dealt with under the school's complaints, disciplinary and grievance procedures which can be found in our school 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 (see also Chapter 3: Roles and Responsibilities).

New staff and governors will receive training during their induction. All staff, including the Principal and governors will receive safeguarding L1 and L2 training annually.

Guidance for Safer Working Practice – a copy of this guidance should be given to every member of staff (paid or voluntary) to assist with appropriate behaviour and minimise allegations of professional abuse.

The Governing body, via the senior management, must be satisfied that every member of staff has received, read and understood the guidance, with a signed declaration agreeing to operate in line with the best practice guidance.

A copy of the most recent guidance can be found here:



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, Principal or Chair of governors (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 concern forms and other 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 information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

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 Principal or DSL.

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

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

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 updated V 2016
<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
- Channel – working together to counter terrorism
channelreferrals@lancashire.pnn.police.uk – 01772 413029
- Supporting young people in cases of domestic violence
www.teachernet.gov.uk/childprotection
- Young people who sexually abuse
www.teachernet.gov.uk/childprotection
- Sexual Exploitation of Young people
www.teachernet.gov.uk/childprotection
- Forced Marriages
'Dealing with Cases of Forced Marriage', which is available at www.fco.gov.uk.

Implementation, Monitoring & Evaluating the Safeguarding (Child Protection) Policy

The policy will be included in the staff handbook and 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) and this will be done through feedback:

- From students through the Shura.
- From staff through the staff meetings.
- And review from members of the Local Safeguarding Children's Board.

Appendix A

Blackburn with Darwen Continuum of Need and Response



The Blackburn
into contact w
children grow i

The table below
this which can be found on the LSCB website: www.lscb.org.uk

ose work brings them
on required to ensure
booklet accompanying

Level	Risk & Need	Definition of the Level
1	No Unmet Needs & Negligible Risk	Universal Service Provision <ul style="list-style-type: none"> Primary prevention services being accessed by parents/carers through universal service routes; effects of socio-economic disadvantage addressed Good enough parenting

Level	Risk & Need	Definition of the Level
		<ul style="list-style-type: none"> • Social and emotional readiness for school and equipped for life • Step Down from level 2: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools required to transform lives
2	Evidence of Some Unmet Need(s) & Low Risk	Single Agency Targeted Service Provision and Child and Family Plan (CAF) <ul style="list-style-type: none"> • Selective primary prevention services offered to vulnerable groups/areas • Variety of unmet needs and 'underlying risk factors' that are not being met, making the child potentially vulnerable and requiring multi-agency early help to ensure the child maintains the capacity and protective factors to sustain satisfactory development • Parenting and parental relationships requiring additional support and guidance • Secondary prevention to respond quickly to low level problems to prevent them getting worse; interventions designed to stop falling into difficult circumstances • Step Down from level 3: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools required to transform lives
3	Higher Levels of Unmet Needs & Medium Risk	Child in Need (CIN) – s.17 Children Act (1989) <ul style="list-style-type: none"> • Unlikely to meet developmental milestones without concerted multi-agency support led by a social worker • Variety of unmet needs and 'underlying risk factors' that are not being addressed (including resistance at CAF level to address), making the child vulnerable and unlikely to achieve good outcomes • Tertiary prevention services including responding to serious problems and avoiding them becoming entrenched • Step Down from level 4: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools/services required to transform lives
4	Significant Unmet Needs & High Risk	Child Protection (CP) and Looked After Children (LAC) <ul style="list-style-type: none"> • Reasonable cause to suspect the child is suffering, or likely to suffer, significant harm requiring immediate multi-agency

Level	Risk & Need	Definition of the Level
		<p>management and service provision – s.47 Children Act (1989)</p> <ul style="list-style-type: none"> • Possible unaddressed ‘underlying risk factors’ and the presence of ‘high risk indicator(s)’ • Child accommodated by the local authority due to: the child having no person who has parental responsibility for him/her; or, the child being lost or abandoned; or, the person caring for the child is prevented from providing suitable accommodation or care – s.20 Children Act (1989) • Child is suffering, or likely to suffer (if a court order were not made), significant harm and that the harm, or likelihood of harm is attributable to the care given to the child (the care not being what it would be reasonable to expect a parent/carer to provide) – s.31 Children Act (1989) • Tertiary prevention services including responding to serious problems and avoid them becoming entrenched

Underlying risk factors and high risk indicator can be found on the MASH form.

The following is the booklet to accompany the Continuum:



Childrens-Continuum
-of-Need-and-Respor

Appendix B Single Central Record Template

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