

# Safeguarding (Child Protection) Policy



**Tauheedul**

This policy is in line with the Mission Statement of the school

*To promote a culture of educational excellence, from within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community*

## **Safeguarding (Child Protection) Policy**

Ratified: Full Governing Body on: \_\_\_\_\_

To be reviewed: \_\_\_\_\_

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## Introduction

This policy is written with regard to Section 175 of the Education Act (2002 and the DfES Guidance “Safeguarding Children in Education and Safer Recruitment” issued in 2006. It also draws upon good practice within the Blackburn with Darwen Local Safeguarding Children Board procedures commensurate with the Guidance document “Working Together to Safeguard Children” (2006). It applies to all teaching, non teaching and volunteer members of staff.

The protection of students is the primary responsibility for all members of staff. In order to ensure that the school is fully compliant with our statutory and moral responsibility to safeguard students, Tauheedul is a signatory of the ‘**Blackburn with Darwen Safe Recruitment Toolkit**’. This outlines the safer recruitment procedures and safe working practices that all staff should follow and gives regard to the following two documents:

### **Recruitment and Selection Procedures in Schools – Guidance for Safer Practice**

*Blackburn with Darwen, December 2007*

### **Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings**

*Updated from an original document produced by a DCSF network of Advisors March 2009*

A copy of these documents is available on the school’s website and in the admin office on request. All parents and carers will be able to access the policy using the school website or by requesting it from the office.

All school staff and stakeholders share an objective to help keep students safe by contributing to:

- Providing a safe environment in which all students can learn.

The school has systems in place which are designed to:

- Prevent unsuitable people working with, or coming into contact with students within the school;
- Promote safe practice and challenge poor or unsafe practice;
- Identifying students who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and at school; and
- Contribute to effective partnership working between all those involved with providing services for students.

**Significant harm** can be defined as ‘the ill-treatment or impairment of health and development of a child or young person’.

Development includes physical, intellectual, emotional, social or behavioural development. Health includes physical and mental health. Ill-treatment includes sexual abuse and other forms of ill – treatment which are not physical.

There are three main elements to our Child Protection Policy.

- Prevention
- Protection
- Support:

The school recognises that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all students, and especially those at risk of, or suffering from, abuse. The school will therefore:

- Establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to;
- Ensure that students know that there are adults in the school who they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE / Citizenship which equip students with the skills they need to stay safe from abuse and which will help them develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills; and
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

Further details on key aspects of the Safeguarding (Child Protection) Policy are provided in the following other policies:

- Anti-Bullying Policy
- Safer Recruitment Policy
- Physical Restraint Policy
- Intimate Care Policy
- Induction Policy
- Rewards and Sanction Policy

## **Purpose and Aims of the Child Protection Policy**

The school's child protection policy aims to ensure that all practices of the school and its stakeholders contribute towards the safeguarding and promoting of the welfare of all of our young people. The pupil's welfare is of paramount importance.

It serves to:

- Emphasise how the safeguarding and promoting of the welfare of all of our young people is the primary responsibility of all staff, volunteers and governors at the school.
- Detail the procedures to follow to ensure the safe recruitment of staff, governors and volunteers to the school.
- Outline the safe working practices that all staff, governors and volunteers should undertake when working with young people at the school.
- Communicate clear procedures for identifying, reporting and recording of suspected cases of abuse.

## **Role of Governors**

Governors are expected to:

- Ensure that the Safeguarding (child protection) policy has effective systems and procedures to safeguard and promote the welfare of young people at the school;
- Ensure that school systems and procedures are in line with locally agreed policies;
- Monitor the school's compliance with the Safeguarding (Child Protection) Policy;
- Have a lead person for safeguarding and child protection on the Governing Body who liaises with the Principal on these matters;
- Verify that the school operates safer recruitment procedures and that appropriate checks are carried out on all staff and volunteers at the school;

- Ensure that the school has clear steps for dealing with allegations of abuse against members of staff and volunteers that comply with local agreed guidance;
- Ensure that a senior leader in the school is designated with lead responsibility for dealing with child protection issues;
- Ensure that the designated persons within school have regular training from the Local Safeguarding Children's Board;
- Ensure that all staff within school have regular training on child protection issues;
- Ensure that a member of the Governing Body is nominated to liaise with the Local Authority in the event of an allegation being made against the Principal; and
- Review the child protection Policy annually to ensure it is compliant with the latest local and national guidance.

## **Role of Designated Person**

**All concerns, suspicions and disclosures should be immediately reported to the Director of Learning: Pastoral Development and Student Wellbeing or the Vice Principal: Students and Families. The School's Designated Person for Safeguarding and Child Protection is the Vice Principal: Students and Families. Until this post is filled, this responsibility will be undertaken by the Vice Principal: Standards and Performance. This person is (Hafez) Lukman Ahmed.**

The Designated Person is expected to:

- Ensure all staff are aware of safeguarding and safe working practices;
- Induct new staff on all school procedures relating to safeguarding;
- Disseminate training regularly to all staff to ensure that they are familiar with locally agreed procedures;
- Ensure staff and young people at the school are aware of the procedure in the event of abuse or suspected abuse; and
- Refer and report all abuse or suspected abuse to Children's Social Care Referral and Assessment team (R and A) and liaise with the R and A team appropriately thereafter.

## **Role of Staff**

All staff are expected to:

- Be familiar with, and implement, safe working practices outlined in this policy and other school procedures;
- Ensure that they take all reasonable steps to minimise the risk of harm to young people at the school and home;
- Contribute to a supportive culture where young people are able to report concerns; and
- Report any abuse or suspected abuse to the designated persons immediately.
- Report any concerns regarding the behaviour of an adult working at the school to the Principal; and if the concern is regarding the Principal, then report this to the chair of governors.

## **Identifying and Reporting Suspected Abuse**

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 Procedures.

These are available in electronic form on: <http://www.blackburn.gov.uk/lscb>

Abuse may be physical, emotional, sexual or through neglect.

- Physical abuse involves any action that causes or may cause physical harm to a child. It includes fabricating the symptoms of, or deliberately causing, ill health to a child.
- Emotional abuse is the persistent ill-treatment of a child such as to cause harm to the emotional development of the child. It may include seeing or hearing the ill treatment of another person.
- 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. This includes involving children in the viewing of sexual activity.
- Neglect is the persistent failure to meet a child's physical and/or emotional needs such that the child's health or development may be harmed.

There are a number of ways in which concerns about possible abuse can be triggered. These include:

- Marks seen on a young person's body;
- A significant or sudden deterioration in a young person's behaviour;
- A disclosure made by a young person or about a young person; or
- General and growing concerns that do not subside over time.

During a disclosure from a young person, it is important:

- Reassure the young person that they will be listened to, and appropriate action taken;
- Not to promise confidentiality but to advise that you will need to share information with a responsible person to protect the young person and/or others;
- Not question the young person, but to listen closely to everything they say and the manner in which it is said; and
- Record all information during or immediately after the conversation.

**All concerns, suspicions and disclosures should be immediately reported to the Director of Learning: Pastoral Development and Student Wellbeing or the Vice Principal: Students and Families. The School's Designated Person for Safeguarding and Child Protection is the Vice Principal: Students and Families. Until this post is filled, this responsibility will be undertaken by the Vice Principal: Standards and Performance. This person is (Hafez) Lukman Ahmed.**

The Vice Principal (Designated Person) at the school will determine whether a referral is necessary. If the designated person has a concern that the young person is at risk of abuse or has been abused, a referral will be made to 'Referral and Assessment Team' at Blackburn with Darwen Children's Services.

If the designated person is unavailable or the member of staff determines that there is an imminent risk of abuse or harm to a young person, they may call the police or make a direct referral to the 'Referral and Assessment Team'

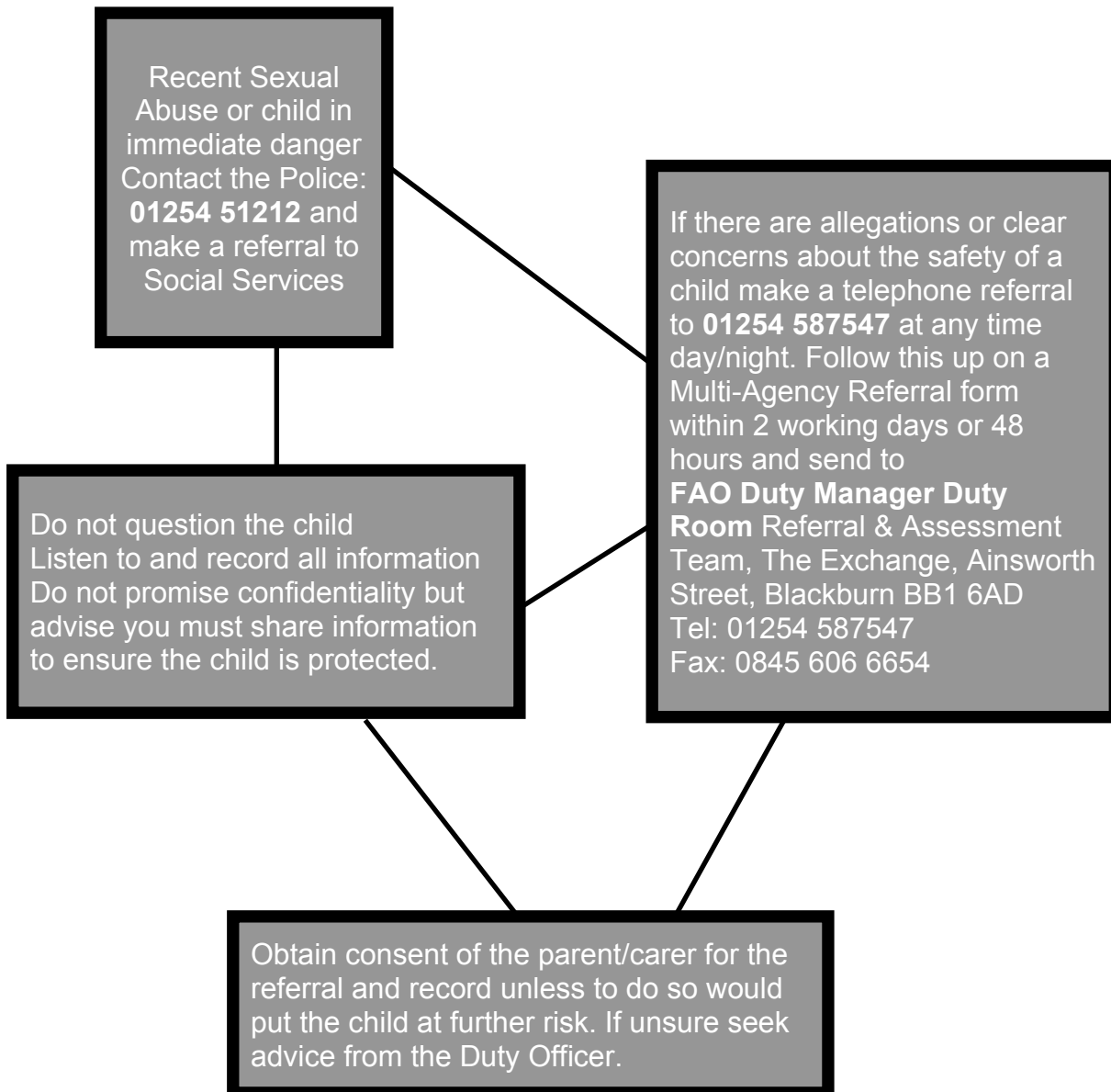
This is shown in the flow diagram overleaf.

## **Confidentiality**

All staff are expected to:

- Ensure that information they receive about students is treated in discreet and confidential manner.
- Seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them.
- Be cautious about passing information to others about a student.
- Know the procedures for handling allegation against staff and to whom any concerns or allegations should be reported.

- Know the names of those with delegated child protection responsibilities in school and be familiar with local safeguarding arrangements.



### **Safeguarding & Child Protection Training**

All staff are expected to participate in training on safeguarding on a regular basis. The school should provide training to all existing staff every three years and all new staff during their induction. This training should focus on identifying and reporting abuse and safe working practices.

Designated persons will be expected to participate in training every two years. This will focus on identifying abuse, local reporting arrangements and disseminating training to school staff.

Senior governors, the Principal and senior leaders will undertake accredited safer recruitment training. This will enable them to participate in the recruitment of staff.

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

- Supporting young people with drug/alcohol abusing parents

*www.teachernet.gov.uk/childprotection/guidance.htm*

- 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*

- Female Genital Mutilation

*www.teachernet.gov.uk/childprotection*

- Forced Marriages

*'Dealing with Cases of Forced Marriage', which is available at www.fco.gov.uk.*

## Safer Recruitment

The school follows the procedures outlined in the **'Blackburn with Darwen Safe Recruitment Toolkit'** and **'Safeguarding Children and Safer Recruitment in Education'** (DfES).

The school has a *'Safer Recruitment Policy'* that is based on the aforementioned statutory guidance and which outlines the procedures for the recruitment and selection of staff to the school. All staff should endeavour to follow this during the recruitment and vetting of new staff.

In particular, it is important to:

- Ensure that all posts are advertised, ensuring that the advertisement makes prospective applicants aware of the school's commitment to safeguarding and the requirement for an enhanced CRB disclosure;
- Ensure that the Local Authority application form is used and that C.V.s are not accepted;
- Prepare and provide a job description and person specification when posts are advertised;
- Check the application form so that it has a full employment history with no gaps;
- Ensure that at least two members of staff involved in the recruitment process have undertaken safer recruitment process;
- Shortlisting is undertaken with reference to the person specification for the post;
- Two written references are sought directly from referees ideally before interview;
- Explore the candidate's commitment to safeguarding and promoting the welfare of young people during the interview process;
- Use original documents to confirm qualifications, identity and address of the successful candidate; and
- Ensure that any appointment is conditional upon receipt of two successful references, verification of identity, a satisfactory enhanced CRB disclosure, verification of the person's medical fitness, verification of professional status if a teacher or Headteacher, verification of qualifications and verification of the person's right to work in the United Kingdom.

It is also vital to ensure that the checking of each of these aspects prior to appointment is evidenced through a single central record, as outlined by **'Safeguarding Children and Safer Recruitment in Education'** (DfES).

## **Induction**

The school'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 safeguarding and promoting the welfare of students. This includes ensuring new staff are:

- Aware of school systems and structures for supporting the wellbeing of students;
- Provided with adequate training on safeguarding issues; and
- Introduced to the designated persons in school who have responsibility for safeguarding.

A summary of key aspects of the safe working practices are identified below.

## **Propriety 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 the school or their own professional standing.
- Refrain from sending personal communication to students e.g. letters and cards 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.

## **Safeguarding whilst using ICT**

In using ICT in lessons, the following safeguards will be introduced by the school:

- Security software will be installed on all PCs, laptops and the network to filter inappropriate internet sites;
- Use this security software to prevent access to social networking sites;
- Anti-viral software will be installed on all PCs, laptops and the network and renewed as required;
- Monitor the use of the internet by all students using security software to ensure effective safeguarding within and beyond the school;
- All network access points will be placed in a safe, adequately monitored area to prevent unauthorised access and physical tampering.
- All wireless access points will be secured using administrative passwords.

In using ICT (laptops and PCs), all staff are expected to:

- Communicate the expectations in the 'Acceptable Use of ICT' agreement to all students.
- Communicate a clear, well-defined purpose to the use of the internet during the course of the lesson.
- Monitor the use of ICT during the lesson to ensure effective safeguarding.
- Report any access by students, inadvertent or deliberate, to unauthorised or inappropriate sites immediately to their line manager and to the ICT Technician.
- Be vigilant for signs of, and report, any instances of cyber-bullying. More information is provided in the school's '*Anti-Bullying Policy*'.

### **Access to Inappropriate Images**

All staff are expected to:

- Take extreme care to ensure that students are not exposed to inappropriate or indecent images.
- Ensure that they do not use school equipment to access any inappropriate or indecent images themselves.

In the event of indecent images being found on a computer, staff must report the incident to a senior leader as soon as possible.

### **Physical Contact**

All staff are expected to:

- Refrain from touching students in a way which may be considered as indecent or for the gratification of the adult or the student.
- Avoid any gratuitous or unnecessary physical contact with students. This includes horseplay, tickling or stroking the head etc.
- Be prepared to explain actions and accept that all physical contact is open to scrutiny.
- Always encourage students, where possible, to complete self-care tasks independently.
- Avoid using physical contact as a reward. This includes hugs and pats on back etc.
- Ensure that physical contact is never secretive or represent a misuse of authority.

### **Behaviour Management & Physical Restraint**

All staff are expected to:

- Try to defuse situations before they escalate.
- Ensure all rewards and sanctions are within the schools agreed '*Rewards and Sanctions Policy*'.
- Ensure parents are informed of all sanctions.
- Refrain from corporal punishment or use of force as a form of punishment.
- Avoid the use of sarcasm or demeaning and insensitive comments towards students.

Staff may legitimately intervene physically with a student to prevent them from:

- Committing a criminal offence;
- Injuring themselves or others;
- Causing damage to property; or
- Engaging in behaviour prejudicial to good order and discipline

**where no other form of control is available and where it is necessary to intervene.**

However, all physical interventions must be appropriate in strength and balanced with the risk of not intervening. All physical interventions should be reported and documented.

## **One-to-One Situations**

All staff should:

- Avoid meeting with students in remote, secluded areas of the school.
- Ensure that there is visual access and/or an open door in one-to-one situations.
- Inform other staff of the meeting beforehand, assessing the need to have them present or close by.
- Avoid any one-to-one situations with students that may result in an interpretation of secrecy.
- Always report any situation where a child becomes distressed or angry to a senior leader.

## **Intimate Care**

Some students may require intimate care – this may include support with toileting or removing soiled/wet clothing. In supporting such children, staff should:

- Adhere to a care plan agreed with parents for all students requiring intimate care.
- Encourage students to act as independently as possible.
- Ensure that another member of staff is in close vicinity if intimate care is required.
- Record any instances of intimate care, justifying the need for any variations from the care plan
- Share the need for intimate care with parents, if irregular or unexpected.

## **Visual Access to Classrooms**

- All staff are expected to ensure that there is always visual access and/or an open door to their classrooms.
- Where staff feel the need to cover the visual access to their door temporarily, they must be able to justify doing so on **child protection grounds** and must ensure that there is a second member of staff in the classroom at the time.

## **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. Pastoral meetings will be used to disseminate the policy, clarify any queries and explain key responsibilities.

The policy will be reviewed annually by Governors and senior leaders. The lead responsibility for the monitoring and evaluation of the policy is that of the Vice Principal: Students and Families and this will be done through feedback:

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