

Safeguarding and Child Protection Policy

Preface

“You are the best nation raised up for humankind. You enjoin righteousness, forbid corruption and you believe in Allah.” Al Quran, Surah Al Imran, Ayah 110

The British Muslim School aims to provide opportunities for children and young people to identify and fulfil their academic, moral and spiritual potential. The aims of the school are to use education as a tool for harmony, social inclusion and peace in diversity; to create opportunities for all individuals to benefit from this, and in particular, to inspire and enlighten future generations.

Our Safeguarding Policy puts the best interests of the child at the heart of everything we do. The policy will be regularly reviewed, revised and updated as appropriate to statutory requirements and needs.

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The British Muslim School

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Part One: Safeguarding Policy

1. Introduction

1.1 Safeguarding is defined as –

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action which enables all children to have the best life chances.
- A child is defined as including young people up to the age of 18 (Keeping children safe in education (KCSIE) September 2016).

1.2 The British Muslim School is committed to safeguarding and promoting the welfare of all its students/students. We believe that:

- All children/young people have the right to be protected from harm.
- Children/young people need to be safe and to feel safe in school.
- Children/young people need support that matches their individual needs, including those who may have experienced abuse.
- All children/young people have the right to speak freely and voice their values and beliefs.
- All children/young people must be encouraged to respect each other's values and support each other.
- All children/young people have the right to be supported to meet their emotional, social and educational needs – a happy, healthy, sociable child/young person will achieve better educationally.
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours.
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 The British Muslim School will fulfil its local and national responsibilities as laid out in the following documents:

- The most recent version of Working Together to Safeguard Children (DfE, currently 2018)
- The most recent version of Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE; currently September 2018)
- <https://sandwellscb.org.uk/wpcontent/uploads/2018/10/HSSCRReport.pdf>
- DfE guidance 'Multiagency statutory guidance on female genital mutilation' (April 2016)

- Children missing education September 2016
- Ofsted Inspecting safeguarding in early years, education and skills settings
- The Home Office : 'Mandatory Reporting of Female Genital Mutilation – procedural information'
- The Education Act 2002 s175 / s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- The Independent School Standards 2014
- The National Minimum Standards for Boarding Schools 2015

2. Overall Aims

2.1 This policy will contribute to safeguarding our staff/students and promoting their welfare by:

- Clarifying standards of behaviour for staff and students.
- Contributing to the establishment of a safe, resilient and robust ethos in the school. Built on mutual respect and shared values.
- Introducing appropriate work within the curriculum.
- Encouraging staff/students and parents to participate.
- Alerting staff to the signs and indicators that all might not be well.
- Developing staff awareness to the causes of abuse.
- Developing staff awareness of the risks and vulnerabilities their staff/students face.
- Addressing concerns at the earliest possible stage.
- Reducing the potential risks staff/students face of being exposed to violence, extremism, exploitation or victimisation.

2.2 This policy will contribute to supporting our students by:

- Identifying and protecting the most vulnerable.
- Identifying individual needs where possible and
- Designing plans to meet those needs.

2.3 This policy will contribute to the protection of our student/students by:

- Including appropriate work within the curriculum.
- Implementing child protection policies and procedures.
- Working in partnership with student/students, parents and agencies.

3. Key Principles

3.1 These are the key principles of safeguarding, as stated by Sandwell Safeguarding Children Board:

- Always see the child first.

- Never do nothing.
- Do with, not to, others.
- Do the simple things better.
- Have conversations and build relationships.
- Outcomes not outputs.

3.2 In addition the Board has identified the following key safeguarding messages for schools:

- Every child is entitled to a rich and rounded curriculum.
- Schools operate with public money (in our case parents' private money through fees and donations from the Muslim community).
- This should be spent wisely, targeting resources on the evidenced needs of children at school now. Assurance and audit are important aspects of this.
- Governance is corporate and decisions are collective, but individual governors can and should take the lead on specific aspects of school life such as safeguarding.
- When issues arise, head teachers should speak out, addressing them internally where possible and escalating them when this is unsuccessful.

4. Key Processes

4.1 All staff should be aware of the guidance issued by Sandwell Safeguarding Children Board in Right Service Right Time, and Early Help.

5. Duties and Responsibilities

These are clearly defined in KCSIE. Hence, this policy closely follows the statutory guidance.

5.1 The role of the Head Teacher:

- To understand procedures set out by the LSCB and the role of the DSL.
- To ensure that the Safeguarding Policy and procedures are implemented and followed by all staff. Concerns are handled sensitively and officially.
- To ensure that all temporary staff and volunteers are made aware of the school's arrangements for safeguarding children.
- To ensure that all staff and volunteers know how to avoid any allegations of abuse being made against them (see Appendix Seven and Code of Conduct for staff).
- To monitor the effectiveness of the policy and procedures.
- To ensure that the DSL receives sufficient support, training, time and resources to carry out his role effectively.
- To ensure that all staff know and are alert to possible signs of abuse and know what to do if they have any concerns or suspicions.

- To be aware of any off roll notification should there be safeguarding concerns and to follow this up if applicable, with the local borough safeguarding team;
- To create a safe environment and a caring ethos within the school and so ensure that all students are kept safe in all circumstances.
- To make parents aware of the school's Safeguarding and Child Protection Policy.
- To ensure that students' safety and welfare is addressed through the curriculum and related policies (Antibullying, Behaviour, Equal Opportunities, PSHE, Acceptable use).

5.2 The role of the Designated Safeguarding Lead (DSL)

The DSL is always a senior member of staff and generally the person to whom anyone working in the school is required to report instances of actual or suspected child abuse or neglect. Our DSL is a member of the senior leadership team, Mr Khalid Zaman Khan. He has lead responsibility, management oversight and accountability for child protection. Mr Khan and the Head Teacher/Principal, will be responsible for coordinating all child protection activity.

The broad areas of responsibility of the Designated Safeguarding Lead are:

Managing Referrals

- To be responsible for referring cases of suspected abuse or allegations to the local authority children's social care. This includes dealing with allegations about members of staff. Referrals will be confirmed in writing.
- To report concerns under Prevent duties to the local prevent team or the Channel programme. This must be sent by secure email addressed to: SandwellCSTgcsx@Sandwell.gcsx.gov.uk (Please insert in the subject box: PREVENT so this can be prioritised).
- To inform the Disclosure and Barring Services (DBS) in cases where a person is dismissed or left due to risk/harm to a child.
- To inform the police in cases where a crime may have been committed; this includes reporting cases where FGM (female genital mutilation) appears to have been carried out on girls under the age of 18.
- To act as a source of support, advice and expertise to staff within the educational establishment on matters of safety and safeguarding and when deciding whether and when to make a referral by liaising with relevant agencies. Where there is doubt, advice will be sought from the Lead Officer for
- Education Services or the Child Support Services Duty Manager. Alternatively, anonymous advice can be obtained from the NSPCC helpline (0800 800 5000).
- To keep detailed, accurate, secure written records of concerns and referrals.
- To report to the local authority any student who fails to attend school regularly, has been absent, without any explanation 10 consecutive school days.

Training

- To keep up to date with training at least annually in identifying and referring suspected cases of abuse and pass new information to staff.
- To understand the assessment process for providing early help and intervention.
- To have a working knowledge of how local authorities conduct a child protection case conference and be able to attend and contribute to these effectively when required to do so.
- To develop effective links with relevant statutory and voluntary agencies and to be the first point of contact for outside agencies who are pursuing Child Protection Investigations.
- To be alert to the specific needs of children in need; those with special educational needs and young carers.
- To obtain access to resources and attend any relevant or refresher training courses.
- To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- To ensure each staff member has received appropriate training to be refreshed at least once a year.
- To keep a record of staff attendance at safeguarding training.

Raising Awareness

- To be familiar with and understand the DfE guidance 'Keeping Children Safe in Education' (2016), 'Working Together to Safeguard Children' (2015), LSCB procedures and DfE advice 'What to do if you're worried a child is being abused' (2015).
- To ensure that all staff and support teams (permanent, temporary or supply) sign to say they have read and understood the Safeguarding Policy and Part 1 of Keeping Children Safe in Education (2016).
- To promote in all staff the attitude concerning safeguarding that 'it could happen here'.
- To ensure that all parents, volunteers and those working in school are aware of the School's Safeguarding Procedure.
- To ensure each staff member are aware of and have access to the school's Safeguarding Policy.
- To ensure the school's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- To carry out a risk assessment, in line with Prevent guidelines for students and staff who may be in danger of radicalisation.
- To ensure the Safeguarding Policy is available publicly.
- To ask previous schools for details of any safeguarding issues for children new to the school.

- Where children leave the school to ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.

5.3 The role of the teacher and other staff:

- To be aware of the contents of the Safeguarding Children policy and procedures and the identity of the DSL.
- To be familiar with Part 1 of Keeping Children Safe in Education (KCSIE) 2016 and sign that it has been read and understood.
- To set a good example by conducting themselves appropriately and maintaining suitable standards of conversation and interaction with and between students.
- To help students understand how to keep themselves safe and manage risk through PSHE discussions and through all aspects of school life.
- To foster a culture of trust between adults who work at the school and children who attend it.
- To undertake training to identify and be alert to possible causes or symptoms of abuse.
- To identify children at risk of being drawn into terrorism and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups.
- To build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- To be alert of persistent absenteeism of any students and report concerns to the DSL should it be felt there may be safeguarding concerns.
- To be aware of and act upon the mandatory duty to report cases of FGM to the police.
- To be open, accepting and ready to listen to a student and to follow the procedures outlined in this policy in the event of a disclosure.

5.4 The role of the proprietor and governing body

- To ensure that effective safeguarding policies and procedures are in place and implemented, including for: child protection and code of conduct for staff.
- To ensure that the school has appropriate safeguarding responses to children who go missing from education.
- To ensure that safe recruitment procedures are followed and that appropriate checks are carried out on all staff and volunteers.
- To ensure that the DSL has undergone regular interagency training.
- To provide sufficient resources that enable appropriate training for all staff at regular intervals.
- To ensure all staff sign that they have read Part 1 of KCSIE 2016 and subsequent amendments.

- To ensure that the Safeguarding Policy and procedures are consistent with Sandwell Safeguarding Children Board (LSCB) requirements and are reviewed annually; to utilise the expertise and experience of staff when shaping safeguarding policies.
- To ensure the school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with the LSCB.
- To ensure that the school has procedures for dealing with allegations of abuse by students against students that comply with the LSCB.
- To ensure that students are taught how to keep themselves and others safe.
- To ensure IT systems have search word search filters installed to guard against the risk of any inappropriate internet activity, including websites likely to be linked to terrorism; and that staff and students are appropriately trained in esafety; to provide parents with the information they need to keep their children safe at home when using electronic devices.
- To encourage parents to read and sign an agreement for the acceptable use by their children of computers and the Internet at school.
- To ensure that the curriculum provides students with opportunities to build resilience to radicalisation, challenge extremist views and terrorist activities, and develop a commitment to British values.
- To be alert to any sign of radicalisation in staff and students and take appropriate action.
- To see that any deficiencies are remedied at once.
- To carry out an annual safeguarding audit to evaluate the effectiveness of policies and procedures and their impact on students' welfare and wellbeing.
- The Nominated Governor for child protection at the school is Amirul Islam. The Nominated Governor is responsible for liaising with the Head Teacher/Principal and DSL over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.
- The Nominated Governor will liaise with the Head Teacher/Principal and the DSL to produce an annual report for governors and the local authority (s175/s157).
- A member of the Governing Body (usually the Chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Principal.

6. Child Protection Procedures

6.1 Recognising types and indicators of abuse

All staff and volunteers are expected to be aware of different types of abuse and recognise indicators of abuse (See Appendix One for current definitions and indicators).

The school recognises that apart from the general types of abuse (physical, sexual, emotional, neglect), our school population is at risk of becoming victim of more specific forms of abuse. They are listed in KCSIE as: a child missing from education, a child

missing from home or care, child sexual exploitation (CSE), bullying including cyber bullying, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender based violence, mental health, private fostering, preventing radicalisation, sexting, teenage relationship abuse and trafficking.

Our school works with and engages our families and communities to talk about such issues.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our DSL knows where to seek and get advice as necessary.

6.2 Recording concerns

All staff must be meticulous about the way they record concerns and any information related to children and families who are subject to investigations by social services and/or the police. Studies of what has gone wrong in some child protection cases show that too often the recording of concerns and other information was inadequate. Chronology and accuracy are paramount. Staff should note the date, time, place, what was said and done, and outcomes of discussions and actions in the knowledge that all this information may well become invaluable to make decisions at interagency meetings and may be used in court. An incident record form is located in the main office.

6.3 Dealing with a disclosure

All staff are expected to deal with a disclosure of abuse from a child or an adult in line with the guidance in Appendix Two you must inform the DSL immediately, and provide a written account as soon as possible.

6.4 Confidentiality, information sharing and recordkeeping

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom, and when.

6.5 Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

6.6 Access to these records by staff other than by the DSL, and by outside agencies will be restricted, and a written record will be kept of who has had access to them and when. Refer to the LSCB's guidelines on information sharing.

6.7 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General

communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.

6.8 Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

6.9 Transfer of records

If a student moves from our school, child protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

6.10 If sending by post, student records will be sent by "Special/Recorded Delivery". For audit purposes a note of all student records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

6.11 If a student is permanently excluded and moves to a Student Referral Unit, child protection records will be forwarded on to the relevant organisation.

6.12 Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

7. What we do when we are concerned.

7.1 Where risk factors are present but there is no evidence of a particular risk then our DSL/SPOC advises us on preventative work that can be done within school to engage the student into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student/student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

7.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –

- The DSL/SPOC may decide to notify the Multi Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
- The school will review the situation after taking appropriate action to address the concerns.

7.3 The DSL/SPOC will also offer and seek advice about undertaking an early help assessment such as the family Common Assessment Framework (fCAF) and/or making

a referral to children's social care. The local family support and safeguarding hub can assist us.

7.4 If the concerns about the student are significant and meet the additional needs/complex need criteria, they will be referred to the MASH. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

8. Exit Procedures for the DSL

8.1 When a DSL resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

8.2 In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher/Principal will ensure that the new post holder is fully conversant with all procedures and case files.

9. Making Referrals

9.1 All staff must be alert to signs of FGM, CSE, forced marriage, faith abuse and radicalisation and discuss their concerns with the DSL as soon as possible.

9.2 Normally, when there are Safeguarding concerns, the DSL will contact parents before making a referral to Children's Social Care Services. However, there are some exceptions; see below.

9.3 Physical injury, emotional abuse or neglect

- The DSL will contact Children's Social Care Service if there has been a deliberate injury or where there are concerns about the child's safety. The child's parents should not be contacted before first consulting with social services.
- Where emergency medical attention is necessary it will be sought immediately. The DSL should inform the doctor of any suspicion of abuse.
- If a referral is being made without the parent's knowledge and non-urgent medical treatment is required, social services should be informed. Otherwise, speak to the parent and suggest medical attention should be sought for the child.
- If a student is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention should be requested.
- If a student (at another school; known to our students, parents or staff) is known to be or become a victim of FGM (Female Genital Mutilation) or there are signs that a student may be victim of forced marriage, the DSL should be consulted, who will contact the Social Services and the police if necessary.

9.4 Sexual Abuse

- The DSL will contact Children's Social Care Services or Police Child Protection Team.
- The DSL will not speak to the parents.
- Under no circumstances should the DSL or any other member of the school, attempt to carry out any investigation into the allegations or suspicions of sexual abuse.

The role of the DSL is to collect the exact details of the allegations or suspicion and to provide this information to the child protection agencies.

9.5 FGM

The Home Office document 'Mandatory Reporting of Female Genital Mutilation – procedural information' has details about making a referral related to FGM. Staff should refer to this document for further details.

9.6 FGM referrals should be made to the police by the teacher who receives the disclosure as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day, unless any of the factors described below are present. You should act with at least the same urgency as is required by your local safeguarding processes.

9.7 In order to allow for exceptional cases, a maximum timeframe of one month from when the discovery is made (As required by section 5B (5) (c) of the 2003 Act (as amended by the Serious Crime Act 2015) applies for making reports. However, the expectation is that reports will be made much sooner than this.

9.8 A longer timeframe than the next working day may be appropriate in exceptional cases where, for example, a professional has concerns that a report to the police is likely to result in an immediate safeguarding risk to the child (or another child, e.g. a sibling) and considers that consultation with colleagues or other agencies is necessary prior to the report being made. If school staff think that they are dealing with such a case, then they must refer to the DSL, as soon as practicable, and to keep a record of any decisions made. It is important to remember that the safety of the girl is the priority.

10.0 Radicalisation and/or extremism

- The DSL will contact MASH for a referral of any young person
- The DSL will contact Sandwell's Prevent coordinator for any referral relating to an adult.

10.1 SBC uses MASH as the front door for a referral of any young person under Prevent where there exist concerns which may be related to radicalisation or extremism. A referral under Prevent should take the same form as for any other safeguarding concern

– e.g. the submission of a CAF or equivalent. The MASH central mailbox is contactable at: ETSEC House, Broadwell Road, Oldbury, B69 4HE

Children's Services Contact Centre on: 0845 351 0131

10.2 Any Prevent referral relating to an adult should be sent directly towards the Sandwell Prevent Coordinator Manjeet Pangli, Strategic Prevent Coordinator, Manjeet_Pangli@sandwell.gov.uk or Prevent_Inbox@sandwell.gov.uk. In the first instance and should include all available information that may be relevant to assessing any risk/vulnerability in the referral.

11. A Safer School Culture

Safer Recruitment and Selection

11.1 The school pays full regard to 'Keeping Children Safe in Education'. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS) and the NCTL's Teacher Services website.

For full details, refer to our separate safe recruitment policy.

11.2 8.3 School Principal Mr Moulana M A Kadir Al Hasan and Curriculum Head Toqir Ul Islam have undertaken appropriate training in Safer Recruitment.

11.3 We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

11.4 The school is committed to creating an ethos in which any issue can be discussed openly and students trust staff to listen to them and take appropriate action. Staff will be expected to be excellent role models promoting mutual respect and dignity. Students will be taught to treat each other with respect, feel safe, and have a voice.

12. Our Role in the Prevention of Abuse

12.1 We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing.

The curriculum

12.2 Relevant issues will be addressed through the PSHCEE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, safety and bullying.

12.3 Relevant issues will be addressed through other areas of the curriculum, for example, English, History, Science, Islamic studies, Drama, Art.

As a boarding school, we shall be mindful to address issues within the '24 hour curriculum'.

Other areas of work

12.4 All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.

13. Safeguarding Students who are Vulnerable to Radicalisation

13.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. With effect from 1st July 2015 all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

13.2 The British Muslim School values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

13.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The British Muslim School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

13.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.

13.5 The British Muslim School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

13.6 The school governors, the Head Teacher/Principal and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of students by gender and SEN, antibullying policy and other issues specific to the school's profile, community and philosophy.

13.7 This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

Response

13.8 There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people.

More information on these factors is in Appendix 4.

13.9 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for the school is Mr Khalid Zaman Khan. The responsibilities of the SPOC are described in Appendix Five.

13.10 Staff of The British Muslim School will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

13.11 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with Designated Safeguarding Lead Mr Khalid Zaman Khan.

13.12 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Channel

13.13 Channel is a multiagency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter Terrorism Unit, and it aims to:

- Establish an effective multiagency referral and intervention process to identify vulnerable individuals.

- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist related activity; and
- provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

13.14 The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

13.15 Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on The Prevent Duty.

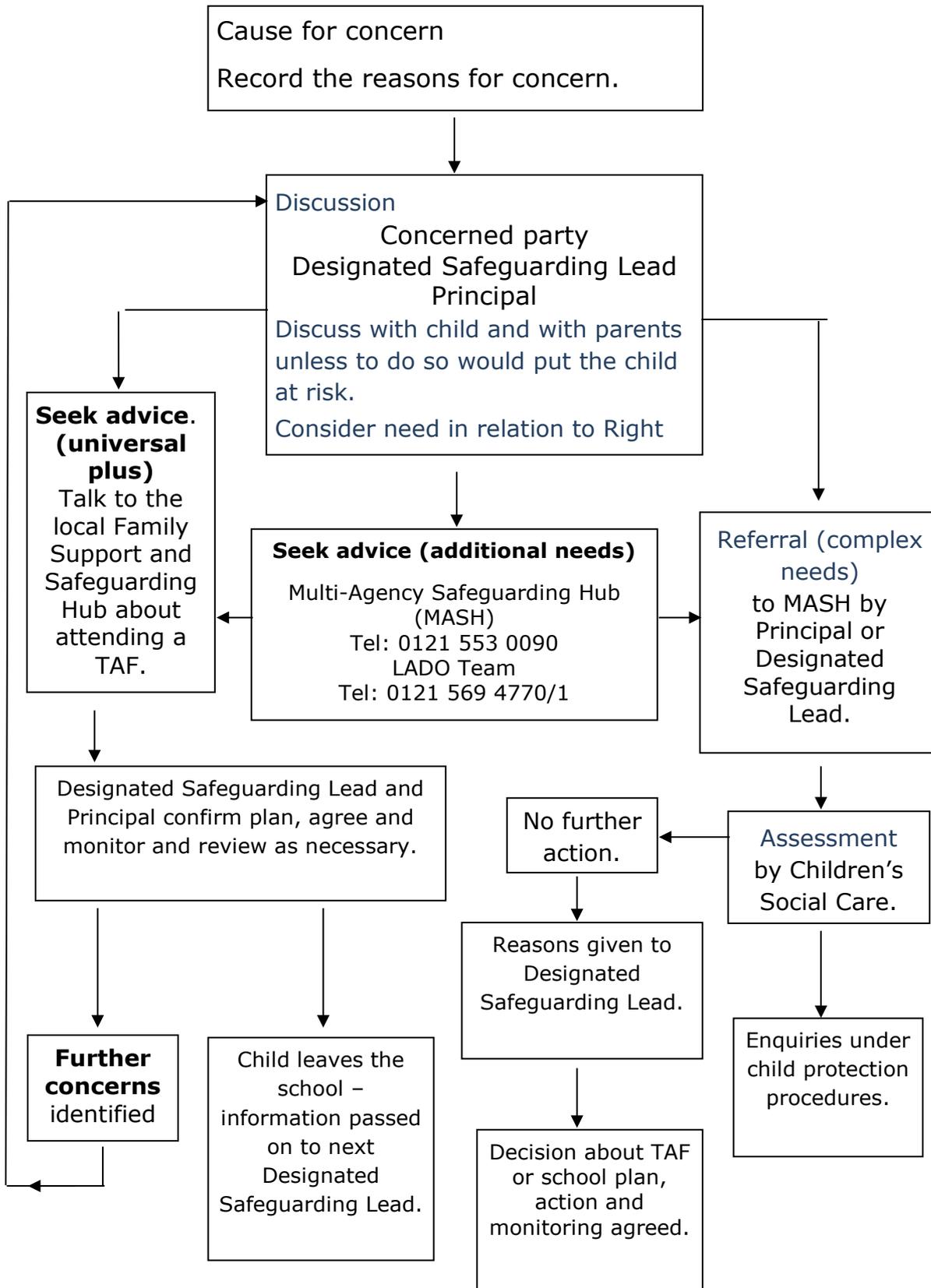
14. Children who go Missing from Education

14.1 A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a student goes missing for an extended period, or on repeat occasions.

14.2 The school must notify the local authority **WITHIN THE CORRECT TIMESCALE** of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more. For further details, refer to Appendix Six.

Part Two – The Key Procedures

Chart Responding to Concerns about a Child



15. Involving Parents/Carers

15.1 In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

15.2 Parents/carers will be informed about our safeguarding policy through: annual reports, our website and newsletter.

16. Multi-Agency Work

16.1 We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and doctor, and make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead to the Multi-Agency Safeguarding Hub. Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.

16.2 We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.

16.3 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

16.4 Where a student is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

17. Responding to an Allegation About a Member of Staff

See also Appendix 3 and Sandwell Safeguarding Children Board Procedures on Allegations against Staff and Volunteers.

17.1 This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child. or
- Behaved in a way that indicates s/he is unsuitable to work with children.

17.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children, particularly in a boarding school.

18. Responding to an Allegation of Abuse Against a Student/Students

When an allegation of abuse is made against one or several students, and the nature of the allegation exceeds the scope of the countering bullying policy, the role of the DSL is limited to collecting the initial information as soon as possible and contacting the LADO. No further action must be taken until receiving advice from the LADO or the police.

19. Students With Special Educational Needs

19.1 The British Muslim School recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.

19.2 When the school is considering excluding, either fixed term or permanently, a vulnerable student and/or a student who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Governing Body

20. Children in Specific Circumstances

Private Fostering

20.1 Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

20.2 The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

20.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include –

- Children who need alternative care because of parental illness.
- Children whose parents cannot care for them because their work or study involves long or antisocial hours.

- Children sent from abroad to stay with another family, usually to improve their educational opportunities.
- Unaccompanied asylum seeking and refugee children.
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents.
- Children staying with families while attending a school away from their home area.

20.4 There is a mandatory duty on the carer, the parents, and anyone else involved in making the arrangement, to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own Safeguarding Policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, including day and residential trips and work related activities, we will check that effective safeguarding arrangements are in place.

It is the responsibility of the proprietor to vet the organisations wishing to use the school premises outside school hours to ensure that he is not unwittingly letting the premises to groups promoting extremist views or involved in criminal activities.

First Aid and Medical Plans

Except in cases of emergency, first aid will only be administered by qualified first aiders. All first aid treatment will be recorded and where significant will be shared with parents at the earliest opportunity.

Children requiring regular medication or therapies for long term medical conditions will be made the subject of a medical plan that has been agreed with parents.

Please refer to our first aid policy for further details.

Contractors

Building contractors who work on the school site will be made aware of this policy. Long-term contractors who work in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the SLT deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term

time, Health and Safety risk assessments will include the potential for contractors and their employees to have direct access to students in non-teaching times.

1. **Monitoring and evaluation**

Our Safeguarding and Child Protection Policy and procedures will be monitored and evaluated by:

- proprietor/Safeguarding governor/ Boarding Housemaster through termly visits around the school
- HODs/SLT/ Boarding Housemaster 'drop ins' and discussions with children and staff
- student surveys and questionnaires
- scrutiny of attendance and behaviour data
- scrutiny of range of risk assessments
- scrutiny of minutes of staff meetings, records of concerns and safeguarding records
- logs of bullying/racist/behaviour incidents for SLT and proprietor to monitor
- termly reviews of procedures aimed at safeguarding children in various circumstances
- review of parental concerns and parent questionnaires
- annual full safeguarding audits by the Governing body or persons nominated by the Governing body.

Related policies (main ones):

- safe recruitment policy
- code of conduct for staff
- behaviour policy
- counter-bullying policy
- e-safety and acceptable use policies
- first aid and care of students' policy
- health and safety policy; H&S on educational visits policy
- fire safety policy
- safe boarding policy
- complaints policy
- SEND policy
- equal opportunities policy
- whistle-blowing policy
- data protection policy
- attendance policy
- equality policy
- critical incident policy
- curriculum policies, including assessment and PSHCEE

APPENDIX ONE**DEFINITIONS AND INDICATORS OF ABUSE**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child either directly by inflicting harm, or indirectly, by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them; or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

1. 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 because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers). Or
- Ensure access to appropriate medical care or treatment.

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger.
- Stealing, scavenging and/or hoarding food.
- Frequent tiredness or listlessness.
- Frequently dirty or unkempt.
- Often poorly or inappropriately clad for the weather.
- Poor school attendance or often late for school.
- Poor concentration.
- Affection or attention seeking behaviour.
- Illnesses or injuries that are left untreated.
- Failure to achieve developmental milestones, for example growth, weight.
- Failure to develop intellectually or socially.
- Responsibility for activity that is not age appropriate such as cooking, Ironing, caring for siblings.
- The child is regularly not collected or received from school. Or
- The child is left at home alone or with inappropriate carers.

2. 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape.
- Bruises that carry an imprint, such as a hand or a belt.
- Bite marks.
- Round burn marks.
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks.
- An injury that is not consistent with the account given.
- Changing or different accounts of how an injury occurred.
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather.
- Fear of going home or parents being contacted.
- Fear of medical help.
- Fear of changing for PE.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying. Or
- Isolation from peers.

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge.
- Anal or vaginal discharge, soreness or scratching.
- Reluctance to go home.

- Inability to concentrate, tiredness.
- Refusal to communicate.
- Thrush, persistent complaints of stomach disorders or pains.
- Eating disorders, for example anorexia nervosa and bulimia.
- Attention seeking behaviour, self-mutilation, substance abuse.
- Aggressive behaviour including sexual harassment or molestation.
- Unusual compliance.
- Regressive behaviour, enuresis, soiling.
- Frequent or open masturbation, touching others inappropriately.
- Depression, withdrawal, isolation from peer group.
- Reluctance to undress for PE or swimming. Or
- Bruises or scratches in the genital area.

4. 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 insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. 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. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless and ugly.
- Over-reaction to mistakes.
- Delayed physical, mental or emotional development.
- Sudden speech or sensory disorders.
- Inappropriate emotional responses, fantasies.
- Neurotic behaviour: rocking, banging head, regression, tics and twitches.
- Self-harming, drug or solvent abuse.
- Fear of parents being contacted;
- Running away.
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia. Or
- Soiling, smearing faeces and enuresis.

N.B. : Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

5. Specific Forms of Abuse

KCSIE lists the following specific forms of abuse and the school and local community must be alert to those most likely to affect our students:

A child missing from education, a child missing from home or care, child sexual exploitation (CSE), bullying including cyber bullying, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender based violence, mental health, private fostering, preventing radicalisation, sexting, teenage relationship abuse and trafficking.

6. Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Call The Forced Marriage Unit

Tel: 0207 008 0151 or 1500 for out of hours.

E-Mail Address: fm@fco.gov.uk

7. Children Sexual Exploitation (CSE)

In assessing whether a child or young person is a victim of sexual exploitation, or at risk of becoming a victim, careful consideration should be given to the issue of consent.

It is important to bear in mind that:

- A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching.
- Sexual activity with a child under 16 is also an offence.
- It is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them.
- Where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered.
- Non consensual sex is rape whatever the age of the victim; and if the victim is incapacitated through drink or drugs, or the victim or his or her family has

been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.

- Child sexual exploitation doesn't always involve physical contact and can happen online or through the use of mobile phones.

Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group.

Where CSE is suspected, the DSL should discuss concerns with the LADO who will decide whether to proceed to a referral and assessment.

Child sexual exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity).
- Entering and/or leaving vehicles driven by unknown adults.
- Possessing unexplained amounts of money, expensive clothes or other items.
- Frequenting areas known for risky activities.
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

8. Domestic Abuse

Domestic abuse represents one quarter of all violent crime.

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a means of escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

To talk through your concerns call: Sandwell Women's Aid

0121 553 0090 or email idva@sandwellwomensaid.co.uk

Signs

Details of understanding and identifying abuse and neglect can be found on pages 5 – 10 of the HM Government non-statutory advice for practitioners 'What to do if you're worried a child is being abused' (March 2015).

www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2

Further information can be found in DfE Statutory Guidance 'Keeping Children Safe in Education'.

www.gov.uk/government/publications/keeping-children-safe-in-education--2

9. FGM

It is essential that staffs are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. Although we are a boys' school, we may become aware of information concerning the sisters, other relatives or friends of our students.

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition

- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

- As with Forced Marriage there is the 'One Chance' rule. It is essential that the school acts without delay and contact
- Sandwell Women's Aid on 0121 552 6448 (24 hours)
- Children's services on 0121 569 3100
- Adult services on 0121 569 2266, Monday - Thursday 9am - 5.30pm and 9am to 5pm on Fridays. Outside these hours call 0121 569 2355

You can contact the Forced Marriage Unit by calling 020 7008 0151 or 020 7008 1500 (out of office hours). You can also email fmfco@fco.gov.uk.

Referrals

Referrals fall in 2 categories:

FGM has already occurred

Where staff become aware of a case where FGM has already occurred, the legislation requires staff to make a report to the police force area within which the girl re-sides. The legislation allows for reports to be made orally or in writing.

When staff make a report to the police, the legislation requires you to identify the girl and explain why the report is being made. While the requirement to notify the police of this information is mandatory and overrides any restriction on disclosure which might otherwise apply, in handling and sharing information in all other contexts you should continue to have regard to relevant legislation and guidance, including the Data Protection Act 1998 and any guidance for your profession. The provisions of the Data Protection Act 1998 do not prevent a mandatory report to the police from being made.

In all cases you should ensure that you are given a reference number for the case and that you keep a record of it.

There is a child at risk of FGM

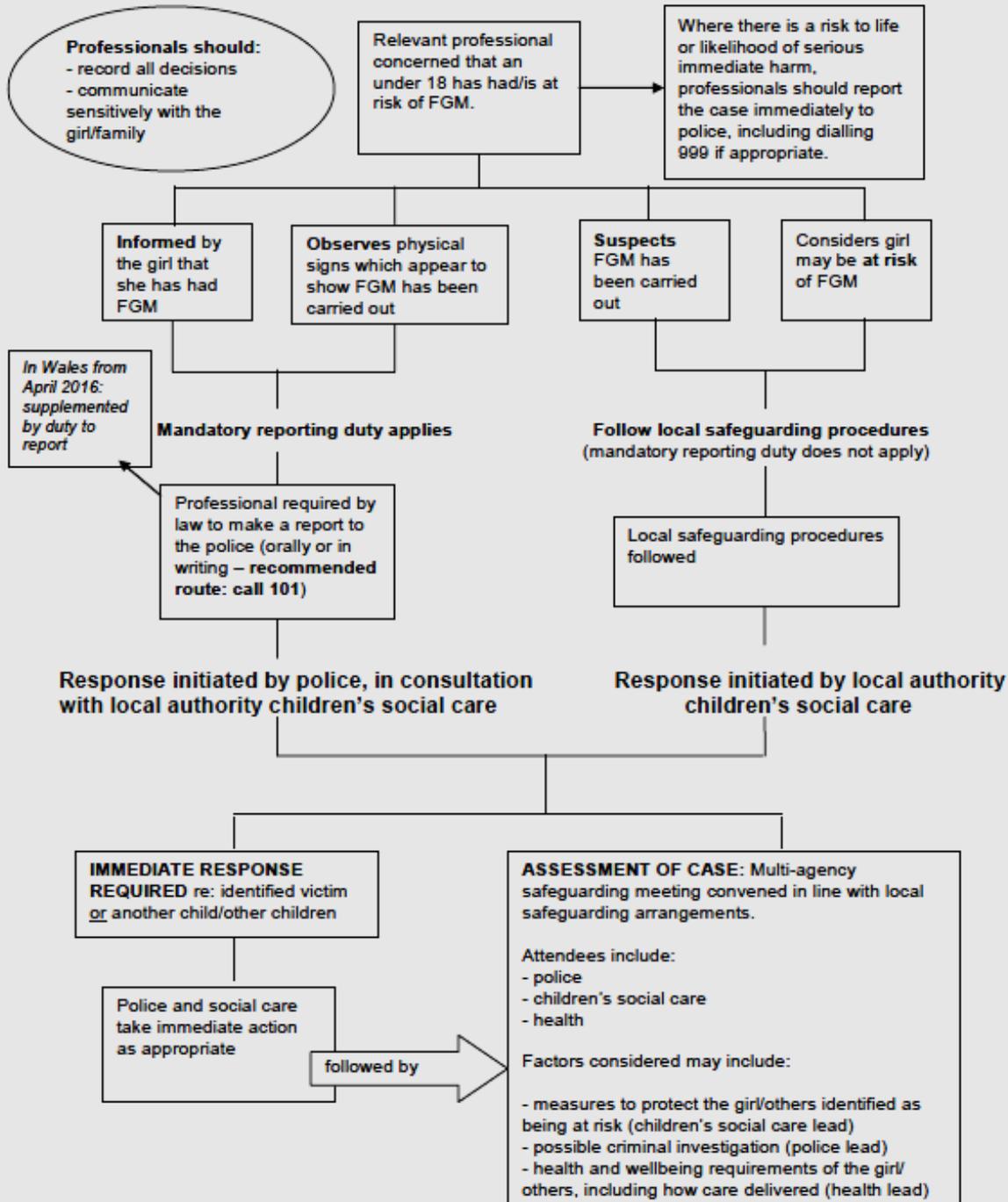
There is a child at risk of FGM or suspicion that FGM has occurred

In such cases staff must refer to the DSL for reporting to MASH.

The following flow diagram has been copied from the Home Office document mentioned above:

Annex A – FGM mandatory reporting process map

This process map is intended to demonstrate where the FGM mandatory reporting duty fits within existing processes. It is not intended to be an exhaustive guide, and should be considered in the context of wider safeguarding guidance and processes.



10. Responses From Parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

11. Disabled Children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

APPENDIX TWO: DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.

- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- All concerns must be recorded, dated and signed

NB It is not education or boarding staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head Teacher / Principal or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher / Principal.

APPENDIX THREE: ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical

For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.

- Emotional

For example, intimidation, belittling, scapegoating, sarcasm, lack of re-spect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

- Sexual

For example sexualised behaviour towards students, sexual harassment, sexual assault and rape.

- Neglect

For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head Teacher / Principal should be informed immediately. The Head Teacher / Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher / Principal should not carry out the investigation him/herself or interview students.

3. The Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher / Principal will notify the Local Authority Designated Officer (LADO) Team. The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student(s), these should be addressed through the school's own internal procedures. When in doubt, the LADO should always be consulted.
- If the Head Teacher / Principal decides, upon advice received from the LADO, that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

4. Where an allegation has been made against the Head Teacher / Principal, then the Chair of the Governing Body takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the procedures of Sandwell

A copy of the webpage is kept in the main office.

APPENDIX FOUR: INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including de-mocracy, 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.

3. 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.

4. 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.

5. Students 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.

6. Indicators of vulnerability include:

- Identity Crisis – the student / student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / student 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 student’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 student 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 – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. 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.

8. 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.
- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

APPENDIX FIVE PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for The British Muslim School is Mr Khalid Zaman Khan, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism.

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- Raising awareness about the role and responsibilities of The British Muslim School in relation to protecting students from radicalisation and involvement in terrorism.
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs.
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism.
- Acting as the first point of contact within the school for case discussions relating to students / students who may be at risk of radicalisation or involved in terrorism.
- Collating relevant information from in relation to referrals of vulnerable students / students into the Channel* process.
- Attending Channel* meetings as necessary and carrying out any actions as agreed.
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Mid-lands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

APPENDIX SIX: CHILDREN MISSING EDUCATION

The law requires all schools to have an admission register and, with the exception of schools where all students are boarders, an attendance register. All students must be placed on both registers. Schools must place students on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the student will attend the school. If a student fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

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Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies a school that a student will live at another address, all schools are required to record in the admission register:

- the full name of the parent with whom the student will live;
- the new address; and
- the date from when it is expected the student will live at this address.

Where a parent of a student notifies the school that the student is registered at another school or will be attending a different school in future, schools must record in the admission register:

- the name of the new school; and
- the date on which the student first attended or is due to start attending that school.

Schools are required to notify the local authority within five days when a student's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the student. This duty does not apply to students who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a student's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Student Registration, England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the student's name is deleted from the register. This duty does not apply where the student has completed the school's final year, unless the local authority requests for such information to be provided.

A student's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the student's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education guidance.

Where a school notifies a local authority that a student's name is to be deleted from the admission register, the school must provide the local authority with:

- The full name of student.

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- The full name and address of any parent with whom the student lives.
- At least one telephone number of the parent with whom the student lives.
- The full name and address of parent with whom the student is going to live, and a date the student is expected to start living there, if applicable.
- The name of student's destination school and the student's expected start date there, if applicable; and
- The ground in regulation 8 under which the student's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

The DfE provides a secure internet system – school2school – to allow schools to transfer student information to another school when the child moves. All local authority maintained schools are required, when a student ceases to be registered at their school and becomes a registered student at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a student leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Student Database', where schools can upload CTFs of students who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a student arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

APPENDIX SEVEN: Working with Children one – to – one

Working with children in one to one situations requires additional safeguards to be in place. Adults working in one to one settings are more vulnerable to unfounded or malicious allegations being made against them. One to one situations also have the potential to make the child more vulnerable to harm by those who seek to exploit their position of trust. It is important that every effort is made to ensure the safety and security of children and the adults who work with them.

Teachers also need to recognise that they may also pick up on concerns about a child or a child may disclose that they are being abused.

Principles (from Safer Working Practice guidance 2009)

- The welfare of the child is paramount
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any contact which would lead any reasonable person to question their motivation and their intentions.
- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious and /or sexual identity.

Working arrangements

- A teacher must carefully consider the needs and circumstances of the child when in one to one situations
- It is advisable to leave the door of the classroom open when working in a one to one situation. In cases where privacy is required, it is essential that the teacher and child are visible through a window at all times.
- In the rare case of tutoring a child at home, a parent or carer must be in the house and the door to the room must be kept open.
- If lone working is an integral part of the role, appropriate risk assessments should be undertaken and conditions agreed with the line manager.