



جامعۃ العلوم الاسلامیہ

Jamiatul Uloom Al Islamia High School for Boys

Empowering today's youth for tomorrow

364-366 Leagrave Road, Luton, Bedfordshire, LU3 1RF (UK) (Tel/Fax): 01582 595535;
DfE No: 821/6006; Charity No: 1084269
Website: www.jamialuton.org; Email: info@jamialuton.org

CHILD PROTECTION POLICY

NB: This policy follows DfE Guidance "Keeping Children Safe in Education, March 2015" and "Working Together to Safeguard Children, March 2015."

AIMS

- To ensure the welfare of every child at Jamiatul Uloom Al Islamia
- To promote the principles which underpin our duty of care
- To ensure confidentiality
- To comply with all legal requirements
- To ensure safety across the curriculum (*please refer to our behaviour policy, anti-bullying policy, e-safety policy and prevent policy.*)

OBJECTIVES

- To ensure that all staff are fully aware of the procedures and guidelines for Child Protection at Jamiatul Uloom Al Islamia.
- To liaise with all parties involved: parents, disclosers, welfare agencies, the police

KEY DEFINITIONS

A child is considered to be abused or at risk of abuse by parents when the basic needs of the child are not being met through acts of either commission or omission, leading to demonstrable harm or demonstrable likely harm.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a 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 involve seeing or hearing the ill-treatment of another. 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 of a child, although it may occur alone.

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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 or not 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.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance 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.

(Keeping Children Safe in Education, March 2015)

IMPLEMENTATION

WHEN TO BE CONCERNED

Staff should be concerned about a pupil if he:

- has any injury which is not typical of the bumps and scrapes normally associated with children's injuries.
- regularly has unexplained injuries.
- frequently has injuries (even when apparently reasonable explanations are given).
- confused or conflicted explanations are given on how injuries were sustained.
- exhibits significant changes in behaviour, performance or attitude.
- discloses an experience in which he may have been significantly harmed.

STAFF ACTION

DEALING WITH A DISCLOSURE - The 4 R's

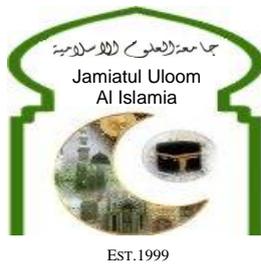
RECEIVE WHAT IS SAID

- Listen to the child. If you are shocked by what they tell you, try not to show it. Take what they say seriously. Children rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing. Children may retract what they have said if they meet with disbelief.
- Accept what the child says. Be careful not to burden them with guilt by asking, "Why didn't you tell me before?"

RE-ASSURE THE STUDENT.

- Acknowledge their courage in telling.

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- Stay calm and reassure them that they have done the right thing in talking to you. It is essential to be honest with the child, but do not promise what you may not be able to deliver “everything will be all right now” (it may not be).
- Do not promise confidentiality. You have a duty to refer a child who is at risk.
- Remind them that they are not to blame (but avoid criticising the alleged perpetrator – young people often love adults who abuse them).

RESPONDING

- Respond to what the student has said but do not interrogate.
- Avoid leading questions like: “Was it your father? Such questions can invalidate your evidence, and the child’s, in any later prosecution in court. Ask open questions: “Do you want to tell me anything else?” “And?” “Yes?”
- Where necessary, clarify what has been said to you so that you are clear and able to decide whether this is an abusive situation.
- There is a careful judgement to be made in ensuring that you have enough information to make an appropriate referral and allowing a young person to talk without being silenced, while making sure that you have not inadvertently led a young person perhaps by an assumption behind a question.
- Explain what you will do next and (where appropriate) the referral process.

RECORDING

- Make brief notes at the time and write them up as soon as possible.
- Keep original notes in case a court requires them. Record the date, time, place and any noticeable non-verbal behaviour used by the child.
- Be objective in your recording, including statements and observable things, rather than your interpretations or assumptions.
- Each class teacher should report any concerns to the Child Protection Officer. All evidence irrespective of whether it is a written account or a ‘body map’ should be signed and dated by the class teacher and handed to the Child Protection Officer for storage in his filing cabinet. The file should only be available to the Child Protection Officer, class teacher and officers from social services or the police under supervision. Following discussions a decision upon further action will be the responsibility of the Child Protection Officer.

SUPPORTING

- Consider what support is necessary for the student. (Discuss this with social services).
- Think of your own support needs and those of colleagues, without disclosing confidential information about the child to colleagues.
- Coping with child abuse requires not only knowledge of signs, symptoms and procedures, but awareness that involvement in the process can bring heavy practical and emotional burdens. Teachers who feel unable to cope with these additional stresses may be tempted to turn a blind eye to signs of abuse or pleas for help from their pupils, but are less likely to do so if they know what to do and know that they will be supported in doing it by the head and/or other staff.
- The Headteacher should take advantage of any training courses available.

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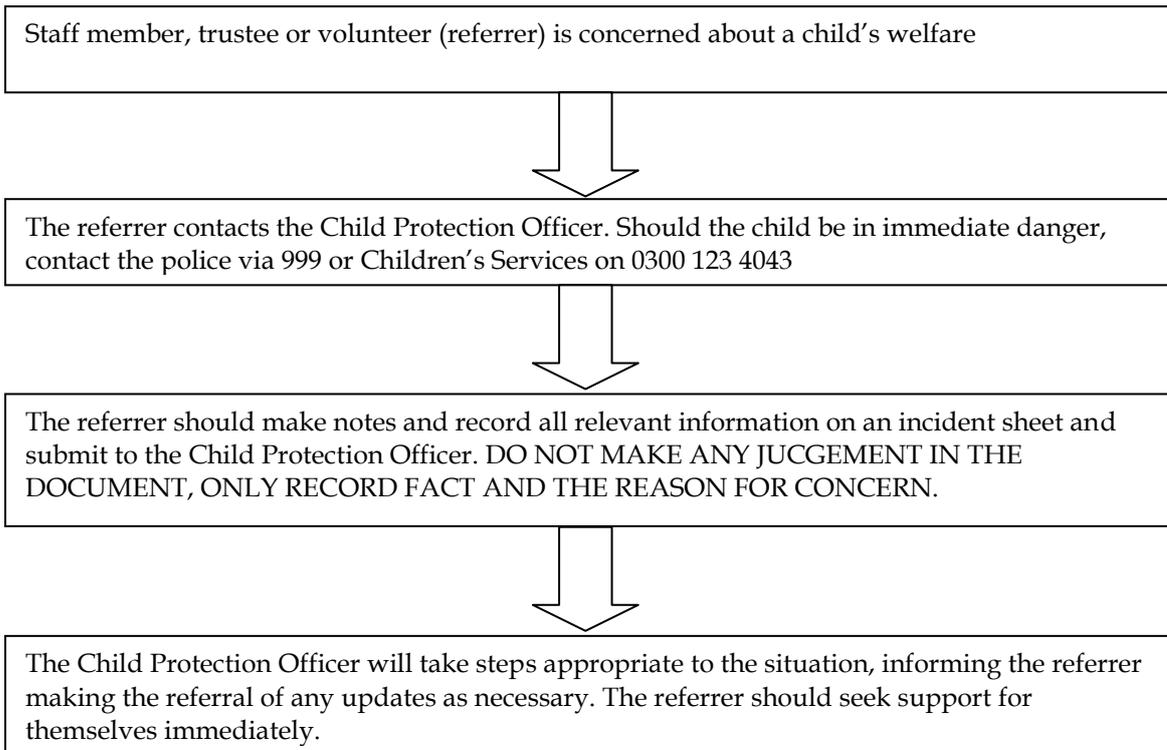
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A MODEL FOR RESPONDING TO CONCERNS



ROLES AND RESPONSIBILITIES

CHILD PROTECTION OFFICER

The Child Protection Officer is Nadeem Hussain and in his absence, Mufti Muhammad Sadek.

The Child Protection Officer is responsible for ensuring that the policy and guidelines are in place and that procedures are implemented. These include:

- being available to discuss concerns about suspected child abuse with staff
- acquiring some knowledge and understanding of child abuse procedures
- Taking responsibility for procedures and referrals
- Arranging training for the educational establishment
- Acting as a focal point for liaison with authorised agencies
- Be supportive to staff involved in Child Protection cases.

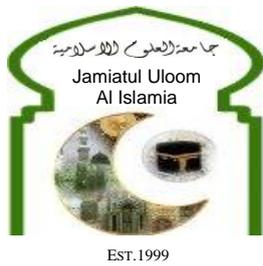
NOMINATED MEMBER OF STAFF

In the case of the Child Protection Officer not being available, the Principal should then be notified so that adequate procedures can take place.

MONITORING, EVALUATION and REVIEW

The Child Protection Officer has responsibility for reviewing and monitoring procedures annually and making sure that the possibility of a similar situation does not occur.

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INFORMING PARENTS AND CARERS:

We ensure that parents and carers have an understanding of our responsibility to promote the safety and welfare of pupils by making our obligations clear in the school prospectus. In most cases parents and carers should be informed when concerns have been raised about their child. It is important that parents and carers are given an opportunity to address concerns raised. A copy of the policy is available on the school's website.

The head teacher of the school will ensure:

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated senior member of staff for child protection and other staff to discharge their responsibility including taking part in strategy discussions and others inter- agency meeting, and contributing to the assessment of children.
- All staff and volunteers enable to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.
- All staff will receive training at least once every three years. New staff will receive training during their induction.

The management body will ensure:

- A member of the management body is responsible for the championing safeguarding children issues. This person liaises with eh schools designated senior member of staff for child protection and provides information to the governing body.
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with safeguarding children issues (Designated senior member of staff for child protection). This person must have undertaken appropriate training and attended refresher training every 2 years.
- The school operates safe recruitment practices, including appropriate use of references and checks on new staff and volunteers.
- This policy is revised and updated annually.

MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF

Any allegation made against a teacher, proprietor or other member of staff will be dealt with fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

This school follows the procedures set out by safer recruitment. The schools recruitment process conforms to the guidance set out in "Keeping Children Safe in Education, March 2015"

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ALLEGATIONS AGAINST ADULTS WORKING WITH CHILDREN AND YOUNG PEOPLE - INCLUDING THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

Children can be subjected to abuse by those who work with them in any and every setting. All allegations of abuse or maltreatment of children by a professional, staff member, foster carer or volunteer must therefore be taken seriously and treated in accordance with consistent procedures

Working Together to Safeguard Children (2013) sets out procedures for managing allegations against people who work with children (including adults working in the private, voluntary and independent sector). The procedures also manage concerns about adults where there is an indication they may pose a risk of harm to children.

The procedures are used in all cases in which it is alleged that an adult who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

Employer's procedures should identify a senior manager within their organisation to whom all allegations or concerns should be reported. Staff and volunteers should be made aware of who this person is, and who the designated alternative is, to contact in the absence of this person. If the allegation (or concern) meets any of the criteria above the employer should report it to the LADO within one working day.

Please take note of the following Do's and Dons when dealing with an allegation

Do

- Check with the person making the allegation very basic facts like; who? when?, where?
- Contact the LADO (within one working day or immediately in urgent cases)
- Take all allegations seriously

Don't

- Interview or take statements from the adult, child or anyone else involved
- Inform the adult until advised to do so by the LADO
- Delay in contacting the LADO agencies may need to take action straight away

THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The LADO works for Childrens Services and is responsible for:

- providing management and oversight of individual cases
- liaising with the employer, police and children's services
- monitoring the progress of cases ensuring they are dealt with in a fair, consistent and thorough way

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IF YOU NEED TO REPORT AN ALLEGATION OR CONCERN

If you need to report and allegation or concern about an adult who works with children you should, in the first instance, ask to speak to the Senior Manager who is designated to deal with allegations.

The LADO can be contacted on Luton 548069 or via email on LADO@luton.gcsx.gov.uk

If you are unable to contact the LADO please call the Referral and Assessment Team on 01582 547653

COMPLAINTS OR CONCERNS EXPRESSED BY PUPILS, STAFF OR VOLUNTEERS

Jamiatul Uloom recognises that listening is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfactions or disquiet in relation to an individual child will be listened to and acted upon to in order to safeguard his welfare.

We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as the progress of his complaint.

Policy Revised: April 2015

Next Date for Review: April 2016

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