

# **Safeguarding (Child Protection) Policy**

## **Document control**

This policy has been approved for operation within Abrar Academy.

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## 1. Purpose

- 1.1 This effective whole Abrar Academy Child Protection Policy is one, which provides clear direction to staff and others about expected codes of behaviour in dealing with child Protection issues, and the action which must be taken if there are concerns about the safety or well-being of any child. This effective policy also makes explicit Abrar Academy's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

## 2. Aims

- 2.1 The primary aim:

Abrar Academy aims to provide pupils with relevant information, skills and attitudes to help them to resist abuse and prepare for the responsibilities of adult life including home and family. Together with these skills we hope that pupils will feel confident they can confide in staff on issues of neglect, abuse and deprivation.

- 2.2 The secondary aims are:

- to inform and advise any adults that work in or on behalf of Abrar Academy of the need for child protection and of their responsibilities in identifying and reporting possible case of abuse.
- to monitor children who have been identified as 'at risk'.
- to ensure that everyone is aware of the required levels of communication between staff in actual, suspected or potential child protection situations.
- this policy is intended to give clear guidance to all staff with procedures to follow if a child discloses abuse or a member of staff suspect's abuse.
- to identify safe working practices (**Appendix 1**) for all adults working with children.
- to integrate a child protection curriculum into the existing curriculum allowing continuity and progression through all stages of education.
- to operate this policy in line with the stated values of Abrar Academy.
- to review the Abrar Academy procedures and improve the way the child protection issues are managed.

### 2.3 Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- Local Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)

- Safeguarding Children and Safer Recruitment in Education (DfES 2006)
- Working Together to Safeguard Children (DfE March 2015)
- Keeping Children Safe in Education (DfE September 2016)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
- Guidance on Prevent Duty (September 2015)

Working Together to Safeguard Children (DfE 2016) requires all schools to follow the procedures for protecting children from abuse which are established by the Lancashire Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Keeping Children Safe in Education (DfE September 2016) places the following responsibilities on all schools:

- Schools should be aware of and follow the procedures established by the Local Safeguarding Children Board
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- A Designated Senior Person (referred to in 'Keeping Children Safe in Education (DfE, September 2016) as Designated Safeguarding Lead') should have responsibility for co-ordinating action within the school and liaising with other agencies
- Staff with the designated safeguarding lead should undergo updated child protection training every two years

Keeping Children Safe in Education (DfE September 2016) also states: "Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

...Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a

timely manner to safeguard and promote children's welfare. This should include:

- an effective child protection policy; and
- a staff behaviour policy (sometimes called the code of conduct)

This is not intended to be an exhaustive list. These policies, along with Part one of KCSIE and information regarding the role of the designated safeguarding lead, should be provided to all staff on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children Board (LSCB), be updated annually (as a minimum), and be available publicly either via the school or college website or by other means."

- 2.4 The document 'Keeping Children Safe in Education' – DFE, September 2016) MUST be read in conjunction with this policy and should be kept as an appendix to the school's child protection policy.
- 2.5 All staff including volunteers must read and understand the policy especially Part 1 of the document 'Keeping Children Safe in Education' – DFE, September 2016

### **3. Introduction**

#### **3.1 Abrar Academy's Establishment purpose:**

*Abrar Academy was established to provide an opportunity to study the traditional sciences concurrently with secondary and further education in a safe, secure and happy environment.*

#### **The Deeni (Islamic) Ethos of Abrar Academy**

"Seeking Knowledge is incumbent upon every Muslim." (Hadith)

Abrar Academy aims to encourage each student to discover their full potential and to develop it within a Deeni framework. Abrar Academy has high expectations of its students, not only academically but also Islamically in standards of behaviour, appearance and courtesy both inside and outside the Abrar Academy.

In a Deeni institution, the spirit of Islam should be at the heart of all aspects of Abrar Academy life. The Islamic elements cannot be separated from other elements. They should encompass all aspects of the curriculum. The teacher/ student relationship is important and should be based upon respect and trust. The relations of teachers to each other and of students to their peers are equally crucial.

3.2 Abrar Academy recognises the contribution it can make to protect children and support students in Abrar.

3.3 There are three main elements to our Child Protection Policy.

- **PREVENTION** by creating a positive school ethos, teaching and providing pastoral support to students.
- **PROTECTION** by following agreed procedures; ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
- **SUPPORT** to students and Abrar staff and to children who may have been abused or who may have been involved in ensuring the well-being of the victim.

#### 3.4 This policy applies to:

- All members of Abrar Academy's community (trustees, teachers, administration staff, catering staff, and all other assistants).
- To all adults from outside the Abrar who have close contact with pupils (mentors, careers offices, EWOs, support teachers and the social service department).

3.5 There are, however, key people within schools and the Local Authority who have specific responsibilities under Child Protection procedures. For the reasons cited above all new staff will be fully inducted so that they are able to contribute towards safeguarding and promoting the welfare of young people. This includes ensuring new staff are:

- aware of the school's policies and procedures for promoting the wellbeing of young people
- provided with adequate training on safeguarding issues; and
- introduced to the Designated Senior Persons who have responsibility for safeguarding

## 4. Terminology

4.1 **Safeguarding and promoting the welfare of children** is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes (Keeping Children Safe in Education, DfE, 2016).

- 4.2 **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm (Children Act 1989).
- 4.3 **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism (Prevent Strategy, Home Office, 2011).
- 4.4 **Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas (Prevent Strategy, Home Office, 2011).
- 4.5 An **ideology** is a set of beliefs (Prevent Strategy, Home Office, 2011).
- 4.6 **Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.
- 4.7 **Child** refers to all young people who have not yet reached their 18th birthday.
- 4.8 **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents or legal guardian.

## 5. The Abrar Commitment

- 5.1 Abrar Academy recognises that high self-esteem, confidence, peer support, and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering abuse.
- 5.2 Abrar Academy will therefore:
- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to. Staff members are aware that children should not be ignored and as part of the Deeni Ethos ensure that students are supported in developing their personality. Students at Abrar Academy also have access to Independent Listeners, Child Care Line and Comments/suggestions/complaints box. (see section 5.3-5.4)
  - Ensure that children know that there are adults in the Abrar Academy who they can approach if they are worried or are in difficulty. Students are encouraged to approach adults with their concerns. Assemblies on return from Holidays remind students that their concerns are important and that they should approach a member of staff if they are worried or in difficulty.
  - Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse. The curriculum include

subjects such as PSICHE and Islamic Studies to raise student's awareness and builds confidence so the students have a range of contacts and strategies to ensure their own protection and to understand the importance of protecting others.

- Include in the curriculum material that which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

### 5.3 Independent Listeners

- Here at Abrar Academy we understand that all our students may at times require personal and private consultations to help them deal with certain aspects of their lives.
- To ensure that all their individual needs are fully met we have two independent listeners who are available to deal with their problems at all times. They are both upstanding members of the community and their details are as below:

Safwan Patel: Tel: 07927308560

Huzayfa Batan: Tel: 01524 383357

- NSPCC Helpline: 0808 800 5000 / Child Line: 0800 1111  
Muslim Youth Helpline: 0808 808 2008  
Children's Rights Director: 0800 528 0731

### 5.4 Independent Advice

If you require independent advice you may phone the independent charity public concern at work on 0207 4046609 or the internet at [www.pcaw.co.uk](http://www.pcaw.co.uk) confidential advice will be given to you about how to raise a concern about serious malpractice at work.

For effective action to be taken it will be best to put all the concerns in writing with all the concerns in writing with all the relevant details e.g. names, dates, places and reasons for making the disclosure.

## 6. Key Personnel

6.1 The Designated Senior Person (DSP) for child protection in Abrar Academy is: **Huzayfa Wadee**

6.2 The Back-up Designated Senior Person in Abrar Academy is: **Inayat Chaudhry**

6.3 The Principal is: **Mufti Huzayfa Wadee**

## **7. Role of the Designated Senior Person(s)**

7.1 All safeguarding concerns, suspicions and disclosures are reported to the School's Designated Senior Person for Safeguarding and Child Protection. The main role is to refer cases of suspected abuse to the relevant investigating agencies, according to the procedures established by the LSCB.

### **7.2 Manage referrals**

The DSP will:

- refer cases of suspected abuse to the local authority children's social care as required. Any referral should be made within 24 hours (in writing or with written confirmation of a telephoned referral) of allegations or suspicions of abuse to the LSCB to carry out child protection investigations rather than internal investigations by Abrar Academy.
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the Police as required
- ensure that all allegations against teachers and other adults working within the school community are referred to the head teacher (where the role is not filled by the DSP).

### **7.3 Work with others**

The DSP will:

- liaise with the principal to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigation
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

### **7.4 Training**

- The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training is to be updated at least every two years.
- The designated safeguarding lead should undertake Prevent awareness training.

- In addition to the formal training set out above, their knowledge and skills should be refreshed (via e-bulletins and taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
  - understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
  - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
  - ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
  - are alert to the specific needs of children in need, those with special educational needs and young carers;
  - are able to keep detailed, accurate, secure written records of concerns and referrals;
  - understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
  - obtain access to resources and attend any relevant or refresher training courses; and 87 Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.
  - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

## **7.5 Raise Awareness**

The DSP will:

- Make herself (and any deputies) known to all members of school staff including boarders e.g. monitors responsible for certain duties and ensure that they have had training in child protection relevant to their needs and that they are able to identify and report concerns.
- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and

reviewed regularly, and work with governing bodies or proprietors regarding this;

- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- ensure that the curriculum offers opportunities for raising students' awareness and developing strategies in areas such as safe environment, protective behaviour, personal safety, bullying, racial awareness and internet safety. Also, to include child protection issues within sex education (taught in science and PSHE).

## **7.6 Child protection file**

Where children leave the school, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

## **7.7 Availability**

During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. The school and DSP will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

## **8. Role of the Head teacher**

8.1 To be notified of all referrals concerning Child Protection

8.2 To make regular contact with the DSP to oversee the implementation of the policy and to review on an annual basis.

## **9. Role of Local Safeguarding Children Board (LSCB)**

*The Local Safeguarding Children Board (LSCB) is the recognised joint forum for developing, monitoring and reviewing child protection policies. The role of LSCB is outlined in 'Working Together to Safeguard Children' (2015) and 'Every Child Matters'.*

9.1 Each LSCB covers a local authority area and develops its own inter-agency policies and procedures. It is usually under the auspicious Director of Children – the leading agency in child protection matters.

- 9.2 The LSCB monitors the implementation of all procedures, reviews cases of concern, co-ordinates inter-agency training, oversees preventative work and publishes an annual report.
- 9.3 Each school should have a copy and be familiar with the policy procedures of their local LSCB and the policies of those in neighbouring authorities where relevant.
- 9.4 As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between professionals and local agencies.
- 9.5 Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

## **10. Role of the Local Authority Designated Officer (LADO)**

- 10.1 The role of the LADO includes:
- Management and oversight of individual cases
  - Providing advice and guidance to employers and voluntary organisations
  - Liaising with the police and other agencies
  - Monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process
- 10.2 The contact details are as follows:
- **LADO**  
Tim Booth: 01772 536694 or 07826902522  
Email: tim.booth@lancashire.gov.uk
  - **In Tim Booth's absence the contact person is:**  
Paul McIntyre: 01772 532634 or 07766 367 597
  - **Independent Safeguarding Authority (ISA):**  
Tel: 0300 123 1111  
Website: www.isa.gov.org.uk
  - **Child Care Referrals:**  
Tel: 0845 0530009
- 10.3 If you are not satisfied then you may contact local DFE office:  
**Department for Education**  
Tel: 0370 000 2288

## 11. Role of Staff

11.1 Abuse of children in attendance at Abrar Academy is most likely to be first noticed by teaching staff. Teachers bring a number of particular advantages to the recognition of child abuse, such as:

- They have regular and frequent opportunities to observe children, including opportunities to observe changes in their behaviour.
- They have an ongoing relationship with children, who may confide in them about difficulties that they are experiencing.
- They have knowledge of the wide range of behaviour likely to be seen in children of a particular age.
- They have opportunities to observe the response of a group of children to particular situations. They will, therefore, be sensitive to surprising or unusual responses.

11.2 All staff have a responsibility to identify children who may be in need of extra help, who are suffering, or are likely to suffer, significant harm or who express extremist ideologies and are thus vulnerable to radicalisation and to take appropriate action, working with other services as needed.

11.3 All staff should be prepared to identify children who may benefit from early help.<sup>1</sup> Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the DSP. Staff may be required to support other agencies and professionals in an early help assessment. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

11.3 All staff are expected to:

- ensure knowledge of the DSP, their back up and the named Governor
- be familiar with, and implement, safe working practices outlined in this policy (see **Appendix 1**) and other school procedures
- be familiar with and alert to the key indicators of abuse and vulnerability to radicalisation
- ensure that they take all reasonable steps to minimise the risk of harm to young people at the Abrar Academy
- ensure they take all reasonable steps to challenge extremist ideologies
- contribute to a supportive culture where young people are able to report concerns

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<sup>1</sup> Detailed information on early help can be found in Chapter 1 of Working together to safeguard children

- complete the relevant documentation for referral to the DSP whether this is following a disclosure from a student or registering a concern.
- report any abuse, suspected abuse or concerns regarding extremism/radicalisation to the Designated Senior Person(s) immediately and where required support social workers to take decisions about individual children
- report any concerns regarding the behaviour of an adult working at the School to the Principal; and if the concern is regarding the Principal, then report this to the Chair of Governors
- undertake regular safeguarding and child protection training
- promote the fundamental British values, including democracy, the rule of law, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs.

#### **11.4 Abrar Academy Staff (Non-Teaching/Ancillary)**

As with teaching staff, non-teaching staff have a responsibility to observe and report any suspicions or evidence of abuse or non-accidental injury. All non-teaching/ancillary staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the DSP. Beyond the initial reporting of suspected child abuse, non-teaching/ancillary staff have a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.

## **12. Recognising Abuse**

**12.1 All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

12.2 Abuse is 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

12.2 **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.

Possible signs of physical abuse include:

- any injuries not consistent with the explanation given for them

- injuries which occur to the body in places which are not normally exposed to falls or rough games
- injuries which have not received medical attention
- reluctance to change for, or participate in, games or
- bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- the child gives inconsistent accounts for the cause of injuries.

12.3 **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 cyberbullying), 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. Possible signs of emotional abuse include:

- depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- obsessions or phobias
- sudden underachievement or lack of concentration
- seeking adult attention and not mixing well with other children
- sleep or speech disorders
- negative statements about self
- highly aggressive or cruel to others
- extreme shyness or passivity
- running away, stealing and lying

12.4 **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 nonpenetrative 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. Possible signs of sexual abuse include:

- the child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- sexual activity through words, play or drawing
- repeated urinary infections or unexplained stomach pains
- the child is sexually provocative or seductive with adults
- inappropriate bed-sharing arrangements at home
- severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- eating disorders such as anorexia or bulimia

12.5 **Child sexual exploitation:** Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

12.6 **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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Possible signs of neglect include:

- dirty skin, body smells, unwashed, uncombed hair and untreated lice
- clothing that is dirty, too big or small, or inappropriate for weather conditions
- frequently left unsupervised or alone
- frequent diarrhoea
- frequent tiredness
- untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- frequently hungry
- overeating junk food

12.7 Departmental advice 'What to do if you are worried a child is being abused- Advice for practitioners' (March 2015) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice. The NSPCC website (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>) also provides useful additional information on types of abuse and what to look out for.

## 13. Recognising Extremism and Radicalisation

13.1 The following guidance is written with regard to the Home Office guidance "Channel: Protecting Vulnerable People from Being Drawn into Terrorism" and "Channel: Vulnerability Assessment Framework".

13.2 **Engagement:** Example needs, susceptibilities, motivations and contextual influences that make individuals *vulnerable* to engagement with an extremist group, cause or ideology include:

- feelings of grievance and injustice
- feeling under threat
- a need for identity, meaning and belonging
- a desire for status
- a desire for excitement and adventure
- a need to dominate and control other

- susceptibility to indoctrination
- a desire for political or moral change
- opportunistic involvement
- family or friends involvement in extremism
- being at a transitional time of life
- being influenced or controlled by a group
- relevant mental health issues

13.3 Example indicators that an individual *is* engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
- attempts to recruit others to the group/cause/ideology
- communications with others that suggest identification with a group/cause/ideology.

13.4 **Intent to cause harm:** Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mind-set that is associated with a *readiness to use violence* and address what the individual would do and to what end. They can include:

- over-identification with a group or ideology
- ‘Them and Us’ thinking
- dehumanisation of the enemy
- attitudes that justify offending
- harmful means to an end
- harmful objectives.

13.5 Example indicators that an individual has an *intention to use violence* or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- using insulting or derogatory names or labels for another group

- speaking about the imminence of harm from the other group and the importance of action now
- expressing attitudes that justify offending on behalf of the group, cause or ideology
- condoning or supporting violence or harm towards others
- plotting or conspiring with others.

13.6 **Capability to cause harm:** Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Example indicators that an individual is capable of directly or indirectly causing harm include:

- having a history of violence
- being criminally versatile and using criminal networks to support extremist goals
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills)

## 14. ‘Honour based’ Violence

14.1 So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

14.2 All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

14.3 There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

- 14.4 If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a **mandatory reporting duty** placed on teachers that requires a different approach (see section 16).

## **15. Forced Marriage**

- 15.1 Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). It is different from an arranged marriage where both parties agree with the marriage. Forced marriage is against the law as it is a violation of a person’s human rights and cannot be justified on religious or cultural grounds. For further information read up on the Forced Marriage Act 2007.
- 15.2 If you suspect that someone is being forced to get married please inform the Safeguarding Officer immediately. If it is urgent you can also contact the Forced Marriage Unit on 020 7008 0151 or email [fmufco.gov.uk](mailto:fmufco.gov.uk).

## **16. Child Abuse Linked to ‘Possession’, ‘Jinn’ and ‘Witchcraft’**

- 16.1 Possession, jinn and witchcraft is not confined to particular countries, religions or cultures, nor is it confined to new immigrant communities in this country. Child abuse generally occurs when a parent or carer views a child as being ‘different’, attributing this difference to the child being ‘possessed’ say by a ‘jinn’ or involved in ‘witchcraft’, and attempting to exorcise him or her.
- 16.2 If you are concerned or suspect that a student is being exorcised, you must contact the DSP immediately. The DSP will contact the Children’s Assessment Team on 0161 770 3790 / 3791.

## **17. Further Information**

- 17.1 **All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
- 17.2 **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Different gender issues can be prevalent when dealing with peer on

peer abuse, for example, girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Abuse is abuse and should **never** be tolerated or passed off as “banter” or “part of growing up”.

- 17.3 Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. NSPCC offers information for schools on its website [www.nspcc.org.uk](http://www.nspcc.org.uk). Broad government guidance on the issues listed below can also be accessed via the [www.gov.uk](http://www.gov.uk) website:
- child sexual exploitation
  - bullying including cyberbullying
  - domestic violence
  - drugs
  - fabricated or induced illness
  - faith abuse
  - female genital mutilation
  - forced marriage
  - gangs and youth violence
  - gender-based violence/violence against women and girls
  - mental health
  - private fostering
  - radicalisation
  - sexting
  - teenage relationship abuse
  - trafficking.

## **18. Children Who May be Particularly Vulnerable**

- 18.1 Abrar Academy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Abrar Academy may be the only stable, secure and predictable element in the lives of children at risk. Whilst at Abrar Academy, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from Abrar Academy. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered sensitive approach in order that the child can receive appropriate help and support.
- 18.2 Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

- 18.3 To ensure that all of our students receive appropriate protection, we will give special consideration to children who are:
- disabled or have Special Educational Needs (SEN)
  - living in a domestically abusive situation
  - affected by parental substance misuse
  - asylum seekers
  - regularly absent from school
  - attending alternative provision or subject to a managed move
  - living away from home (frequent movers)
  - vulnerable to being bullied, or engaging in bullying
  - living in temporary accommodation
  - living a transient lifestyle
  - living in chaotic and unsupportive home situations
  - vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
  - involved directly or indirectly in prostitution or child trafficking
  - speakers of another first language
  - children that are subject to a Child Protection Plan
  - children that may be vulnerable to messages of violence and extreme ideologies

- 18.4 Children with SEN and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
  - the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
  - communication barriers and difficulties in overcoming these barriers.

- 19.4 Abrar Academy will endeavour to support pupils through:
- The curriculum to encourage self-esteem and self-motivation.
  - Abrar Academy's ethos, which promotes a positive, supportive and secure environment and which, gives pupils a sense of being valued.
  - The implementation of Abrar Academy behaviour management policies (required under the Code of Practice, 1993 Education Act).
  - A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the Abrar Academy setting.
  - A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so.

- Regular liaison with other professionals and agencies that support the pupils and their families, in line with appropriate confidentiality parameters.
- The development and support of a responsible and knowledgeable staff group, trained to respond appropriately in child protection situations.

## 19. Taking action: key points

- 19.1 All concerns, suspicions and disclosures should be immediately reported to the School's Designated Senior Person for Safeguarding and Child Protection: Huzayfa Wadee. In the absence of this person, the back-up DSP (Inayat Chaudhury) should be approached.
- 19.2 If the DSP(s) is unavailable or the member of staff determines that there is an imminent risk of abuse or harm to a young person, they may call the police or make a direct referral to children's social care.
- 19.3 A written report should be made and forwarded to the DSP or back-up DSP in accordance to the procedures set out in the e-manual produced by Lancashire Safeguarding Children Board (2014):  
<http://panlancashirecb.proceduresonline.com/chapters/contents.html> (see chapters 3 & 4).
- 19.4 If it is necessary for the child to be taken to hospital, then hand the child over to the direct care of medical staff informing them that non-accidental injury is suspected. It is important that staff make detailed written records of all their reports and actions. Before forwarding reports on for further action to take place, it is recommended that staff make and securely retain copies of any notes or reports. N.B. Notes should be made of the relevant parts of conversations and phone calls, e.g. their general content and 'Who does what?'  
 - the notes should be included in reports.
- 19.5 Key points for staff to remember for taking action are:
- in an emergency take the action necessary to help and protect the child, for example, call 999
  - report your concern to the Designated Senior Person by the end of the day
  - do not start your own investigation
  - share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
  - complete a record of concern
  - seek support for yourself if you are distressed.

- 19.6 The Designated Senior Person should keep a written record of all circumstances pertaining to the case. These documents and subsequent reports are to be kept confidential in a secure place away from ordinary student files.
- 19.7 Guidance will be given to students about how to keep themselves safe as outlined in the school's Anti Bullying policy and E-safety policy and through PSCHE lessons
- 19.8 The school will ensure that parents are aware of the procedures for Child Protection; the policy will be made publicly available on the school's website.

## **20. Taking action: disclosures of abuse**

- 20.1 It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.
- 20.2 If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.
- 20.3 During their conversations with the students, staff will:
- allow them to speak freely
  - endeavour to utilise a neutral translator if necessary
  - remain calm and collected – the student may stop talking if they feel they are upsetting their listener
  - give reassuring nods or words of comfort – ‘I’m sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
  - not be afraid of silences – staff must remember how hard this must be for the student
  - under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student’s mother think about all this
  - tell the student that in order to help them, the member of staff must pass the information on

- do not automatically offer any physical touch as comfort - it may be anything but comfort to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be interpreted by the child to mean that they have done something wrong
- tell the student what will happen next - the student may agree to go to see the designated senior person otherwise it is the duty of the member of staff to inform the Designated Senior Person of what has been discussed (if the student does agree to go and see the Designated Senior Person, the staff member should inform the Designated Senior Person that the child will be coming to see them at some point).

20.4 Following the conversation the staff will:

- report verbally to the Designated Senior Person even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the Cause for Concern Form and hand it to the Designated Senior Person (**Appendix 4**)
- seek support if they feel distressed.

## 21. Taking action: initial cause of concern

21.1 If staff members have any **concerns** about a child (as opposed to a child being in immediate danger - see 25.2) they will need to decide what action to take. Where possible, there should be a conversation with the DSP to agree a course of action, although any staff member can make a referral to children’s social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

21.2 There will be occasions when, in the absence of a disclosure, staff may suspect that a student may be at risk, but have no ‘real’ evidence. The student’s behaviour may have changed, their artwork could be bizarre or concerning, students might write stories or poetry that reveal confusion, distress or extreme beliefs, or physical but inconclusive signs may have been noticed. In these circumstances, staff will give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill.

21.3 It is fine for staff to ask the student if they are OK or if they can help in any way. If the member of staff remains concerned, they should record early concerns of any nature – suspected abuse or concerns relating to extremism – and hand it to the Designated Senior Person.

## 22. Taking action: notifying parents

- 22.1 The School will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the Designated Senior Person will make contact with the parent in the event of a concern, suspicion or disclosure.
- 22.2 However, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

## 23. Taking action: referral to children's social care

- 23.1 The Designated Senior Person will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- 23.2 In making this decision, the Designated Senior Person will **consider the Local Safeguarding Children's Board's threshold document and framework for action**([http://panlancashirescb.proceduresonline.com/pdfs/con\\_need\\_thresh\\_guid.pdf](http://panlancashirescb.proceduresonline.com/pdfs/con_need_thresh_guid.pdf)) that includes:
- the process for the early help assessment and the type and level of early help services to be provided
  - the criteria, including the level of need, for when a case should be referred to
  - Local Authority children's social care for assessment and for statutory services.
- 23.3 Where a Designated Senior Person or Deputy Designated Senior Person considers that a referral to children's social care may be required, they must consider:
- Is this a Child In Need? - Under section 17 (s.17 (10)) of the Children Act 1989, a child is 'in need' if:
    - the child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority
    - the child's health or development is likely to be impaired, or further impaired, without the provision of such services

- the child is disabled.
- Is this a Child Protection Matter? - Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:
  - is the subject of an Emergency Protection Order
  - is in Police Protection
  - or where they have reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

23.4 Therefore it is the ‘significant harm’ threshold that justifies statutory intervention into family life. A professional making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The Designated Senior Person will make judgements around ‘significant harm’, levels of ‘need and risk’ and when to refer.

23.5 Referrals regarding extremism will be made to children’s social care. In line with government advice, a Channel Co-ordinator/Police Practitioner will be fully embedded in the safeguarding arrangements of children’s social care if required.

23.6 Where assessment does not indicate a genuine vulnerability to being drawn into terrorism, a case will be signposted to other more appropriate support services following consultation with the LADO.

23.7 If, after a referral, the child’s situation does not appear to be improving, the DSP (or the person who made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child’s situation improves.

## **24. Taking action: reporting directly to child protection Agencies**

24.1 Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with children’s social care, police or the NSPCC if:

- the situation is an emergency and the Designated Senior Person, their deputy, the Principal and the Chair of Governors are all unavailable
- they are convinced that a direct report is the only way to ensure the student’s safety.

24.2 **If a child is in immediate danger or is at risk of harm, a referral should be made to children’s social care and/or the police immediately.** Anyone can

make a referral. Where referrals are not made by the Designated Senior Person, the Designated Senior Person should be informed as soon as possible that a referral has been made. 'Reporting child abuse to your local council' (<https://www.gov.uk/report-child-abuse-to-local-council>) directs staff to their local children's social care contact number.

## **25. Taking action: children with sexually harmful behaviour**

- 25.1 Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the School's anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.
- 25.2 The care of children and young people with sexually harmful behaviour is complex and the School will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

## **26. Taking action: ensuring confidentiality**

- 26.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. All staff are expected to:
- Ensure that information that is shared with them about pupils is treated in a discreet and confidential manner
  - Seek advice from the Designated Person if they are in any doubt about sharing information they hold or which has been requested of them
  - Be cautious about passing information to others about a pupil
  - Know the procedures for handling allegations against staff and to whom concerns or allegations should be reported
  - Identify members of staff with delegated safeguarding responsibilities in school and be familiar with local safeguarding arrangements
  - Never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child
- 26.2 Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others,

(including the LSCB departments), must always however, have regard to both common and statute law.

26.3 Normally personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

26.4 Reference should be made to Abrar Academy's policy on Confidentiality.

## 27. Allegations

### **Allegations of abuse made against teachers, headteachers, principals, volunteers and other staff**

27.1 If you have concerns about a colleague:

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistle blowing procedure (**Appendix 2**) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the head teacher. Complaints about the head teacher should be reported to the chair of governors and local Child Protection Unit.

27.2 Staff who are the subject of an allegation:

If anyone makes an allegation that any member of staff (including any volunteer) may have:

- committed an offence against a child
- placed a child at risk of significant harm
- behaved in a way that calls into question their suitability to work with children
- (including the promotion of extreme ideologies)

then the allegation will be dealt with in accordance with national guidance and agreements, as implemented by the Local Safeguarding Children's Board.

- 27.3 If it is an allegation of reasonable force to restrain a pupil or is trivial in nature, the principal will deal with the matter. In other cases, where the principal/Trustees are concerned they will consult the LADO to consider whether the school and/or the LADO can deal with the matter or whether it needs to be referred to Social Services and the Police for investigation. The full procedures for dealing with allegations against staff can be found in the Local Safeguarding Children's Board policy on allegations against staff: [http://www3.lancashire.gov.uk/corporate/web/?Lancashire\\_Safeguarding\\_Children\\_Board\\_/34086](http://www3.lancashire.gov.uk/corporate/web/?Lancashire_Safeguarding_Children_Board_/34086)
- 27.4 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected

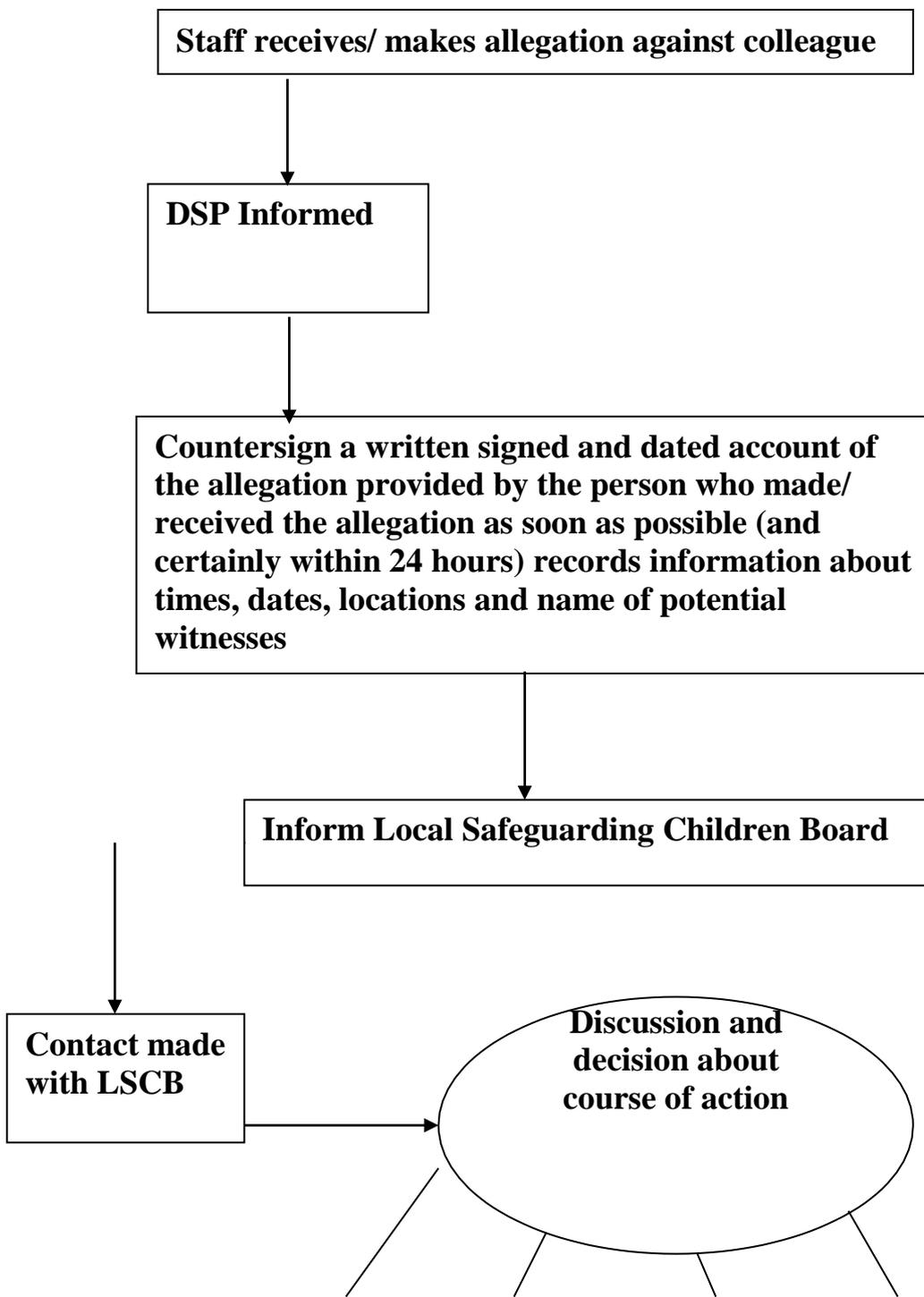
### **Allegations of abuse made against other children**

- 27.5 Staff should recognise that children are capable of abusing their peers (see 17.2). All allegations of peer on peer abuse should be reported to the DSP who will investigate and determine if a referral is necessary as described below.
- 27.6 Peer on peer abuse can manifest itself in many ways such as sexting. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges which provides further detailed information.
- 27.7 All school staff should be aware that behaviours linked to sexting put a child in danger. When an incident involving youth produced sexual imagery comes to the school's attention:
- The incident should be referred to the DSP as soon as possible
  - The DSP should hold an initial review meeting with appropriate school staff
  - There should be subsequent interviews with the young people involved (if appropriate)
  - Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
  - At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- 27.8 Reference should be made to Abrar Academy's policy on Managing Allegations.

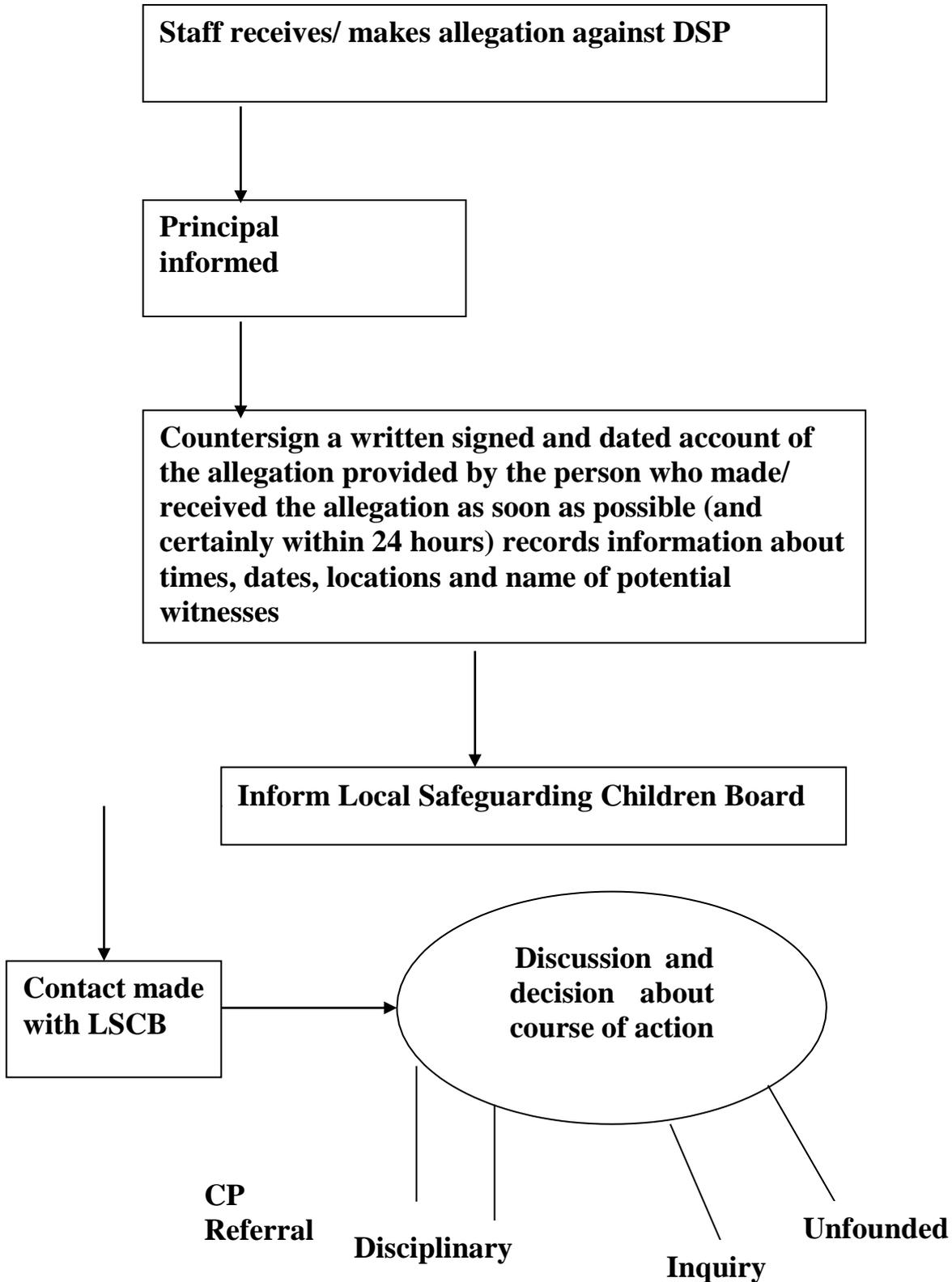
27.9 All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. Appropriate whistleblowing procedures are in place for such concerns to be raised with the school (**Appendix 2**). Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- Advice on whistleblowing
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 0280285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

1) Any person who makes or receives an allegation about a member of staff or SMT or any person outside the school by a pupil, parent or another staff member should report the matter immediately to the DSP who will then follow the procedures set out in the flow chart below.



- 2) Any person who makes or receives an allegation against DSP (Huzayfa Wadee) or back-up DSP (Inayat Chaudhury) should report the matter immediately to the Principal (Moulana Fazlehaq) who will then follow the procedures set out in the flow chart:



## **28. Support for staff who has been suspended**

- 28.1 The support described below is applicable to staff during a period of suspension or during a period of leave of absence/medical absence where applicable.
- 28.2 It is recognised that during a period of uncertainty for a staff who find herself/himself in this situation would receive support due possibly to worry, depression or may feel isolated from workplace and colleagues. At all time it is important that staff are made aware of what is happening with the investigation. In this situation the relevant Head will keep in touch at regular basis with the concerned staff for the support from within Abrar Academy and advise for external support from the mosque/external organisations.

## **29. Records and Monitoring**

- 29.1 Well-kept records are essential to good Child Protection practice. Our Abrar Academy is clear about the need to record any concerns held about a child or children within our Abrar Academy, the status of these records, and when these records should be passed over to other agencies. The DSP and the Head teacher will monitor all entries in the serious Incidents Book.
- 29.2 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSP. Staff should write down Child Protection concerns about students on the Cause for Concern Form (**Appendix 4**).
- 29.3 These completed forms should be handed personally to the DSP or the assistant DSP.
- 29.4 The Abrar Academy filing system for pupil information should be organised as:
- A general file for pupil academic/general behaviour information. (Parents legally have access to this file).
  - An A4 envelope marked with a yellow sticker inscribed CONFIDENTIAL (for all confidential information).
  - An A4 envelope inscribed CHILD PROTECTION will be placed in the Child Protection filing system.

- 29.5 The CONFIDENTIAL envelope is accessible to the H.O.B, H.O.S, H.O.M and those with lead safeguarding roles.
- 29.6 The CHILD PROTECTION envelope is accessible to the DSP, assistant DSP and the Head teacher.
- 29.7 When a teacher suspects any significant harms to a child, and when the matter is handed over to the DSP then held notes regarding the child will become part of the Abrar Academy records.
- 29.8 If there were concerns of a child and a monitoring process needs to take place then the following would take place:  
DSP would inform Boarding Supervisor  
DSP would inform Form Tutor  
A report format would be handed to the above people and DSP would collate daily information.
- 29.9 After a predetermined length of time a further meeting with those concerned will take place to decide as to whether a referral is to be made to LSCB. If a child is currently on the register and is moving to a new school, then the DSP must forward all records to the DSP of the new school.

## **30. Attendance at Child Protection Conferences**

- 30.1 A child protection conference is a meeting organised by the Child Protection Team from LSCB following a referral by Abrar Academy or other agency/ adult in response to serious concerns expressed about the well-being of a child.
- 30.2 The chairing of these meetings is by professionally trained Child Protection Officer from LSCB whose sole responsibility is to chair such meetings.
- 30.3 All professional agencies that have contact with the child are invited to attend i.e. Child Protection Officer from LSCB, Abrar Academy and E.W.O. etc.
- 30.4 Abrar Academy should provide the written report for the conference.
- 30.5 In compiling this report reference should be made to the Child Protection Conference Report Form.
- 30.6 The DSP in consultation with the relevant staff will compile this report.

## **31. The Multi-Agency Assessment and Referral Form**

31.1 This form (**Appendix 3**) will be used when we consider that a child has needs that cannot be met solely by the services or resources within the Education Directorate, and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.

31.2 In these circumstances, we will have records detailing what work has been undertaken by our Abrar Academy to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the Multi-Agency Assessment and Referral form. The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.

31.3 The form will be completed by the DSP and a copy will be filed in the students Child Protection envelope. All members of child protection team will be informed that a referral has been made.

31.4 Where, following an assessment of a situation, it is considered immediate protective action is required; the DSP must make a child protection referral. This referral will be a telephone/ visit to the local LSCB office. The multi- agency form should then be forwarded by the nominated officer to LSCB following the child protection referral.

### **CONTACTS**

Outside Agencies: -

Local Authority Designated Officer (Tim Booth): 01772 536694 or 07826902522

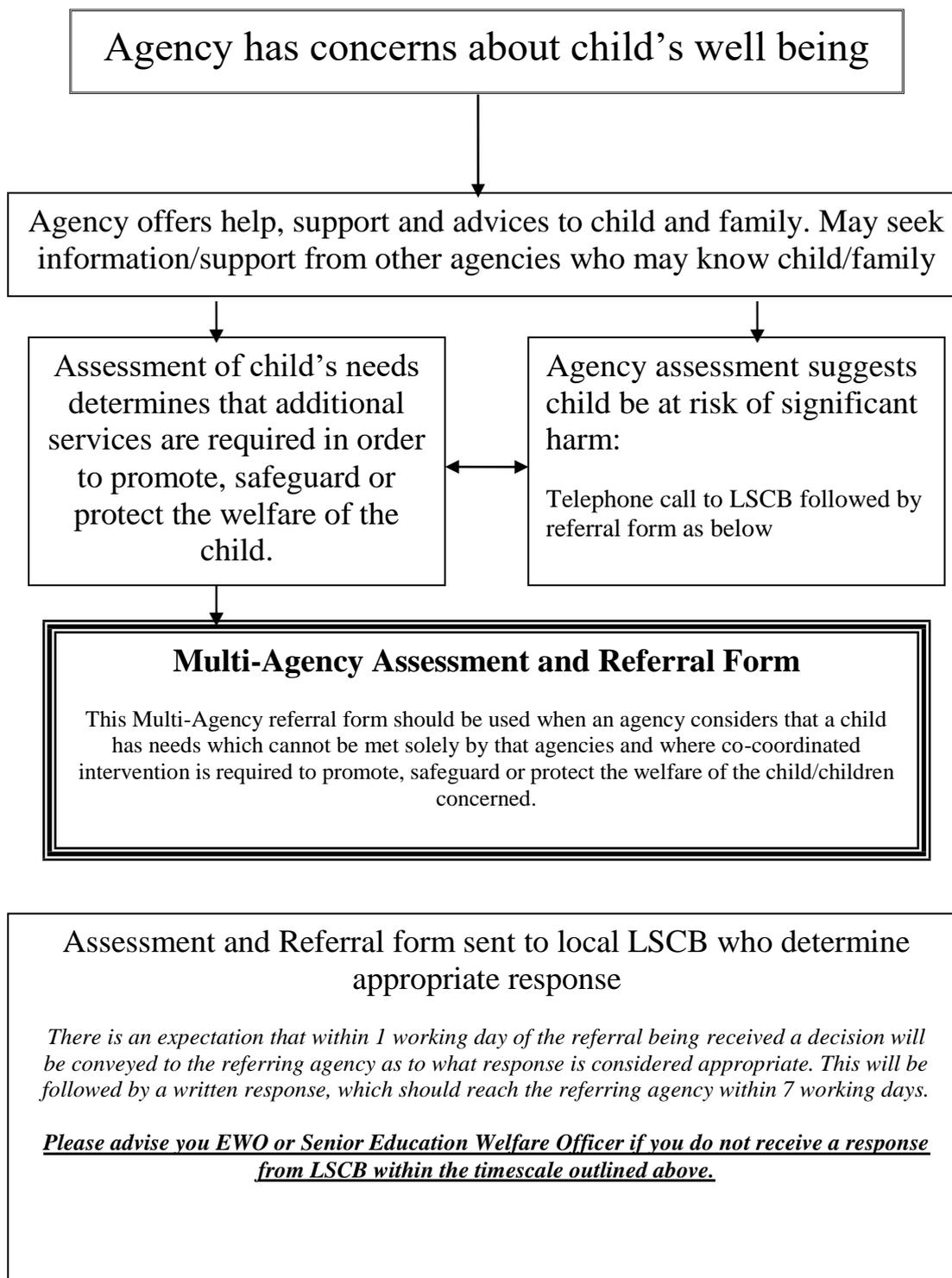
Regional Adviser Allegation against Education Staff (Linda Richardson) - 01772 261754

NSPCC 24 hour help line - 0808 800 5000

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
08001231231

Dcsf  
Sanctuary Buildings  
Great Smith St  
London  
SW1 P3BT  
0870 000 2288

## PROCESS FOR AGENCY REFERRALS



## **32. Safer Recruitment**

- 32.1 Abrar Academy has a ‘Safer Recruitment Policy’ which outlines the procedures for the recruitment and selection of staff to the School. All staff should endeavour to follow this during the recruitment and vetting of new staff.
- 32.2 In order to safeguard and promote the welfare of children, the school will act in accordance with the guidance issued by the DfE (Safer Recruitment in ‘Keeping Children Safe in Education’ - September 2016).
- 32.3 In particular, the School will:
- ensure that all prospective applicants are made aware of the School’s commitment to safeguarding and the requirement for an enhanced DBS disclosure with barred list information for people working in regulated activity with children
  - ensure that the Abrar Academy application form is used and that C.V’s are not accepted in its place
  - prepare and provide a Job Description and Person Specification when posts are advertised
  - check the application form so that it has a full employment history with no gaps
  - ensure that at least two members of staff involved in the recruitment process have undertaken safer recruitment training
  - ensure two written references are sought directly from referees ideally before interview
  - explore the candidate’s commitment to safeguarding and promoting the welfare of young people during the interview process
  - use original documents to confirm qualifications, identity and address of the successful candidate.
- 32.4 The School will ensure that any appointment is conditional upon:
- receipt of two successful references
  - verification of identity (through photographic ID and proof of address)
  - a satisfactory enhanced DBS disclosure with barred list information for people engaged in regulated activity
  - not being subject to a prohibition order or (if taking up a management position) a Section 128 Direction made by the Secretary of State under the Education and Skills Act 2008
  - verification of the person’s medical fitness
  - verification of professional status if a teacher or Principal
  - verification that a candidate is not subject to a prohibition order issued by Secretary of State if a teacher
  - verification of qualifications
  - verification of the person’s right to work in the United Kingdom.

- 32.5 Where the School has concerns about an existing member of staff or a member of staff begins to work in a regulated activity, the School will carry out all relevant checks as if the person were a new member of staff.

### **33. External Speakers and Charities**

- 33.1 As outlined in the School's External Speakers and Visitors Policy, all external speakers and charities will be vetted to ensure students are not exposed to inappropriate political or controversial messages and charitable activity is free from harm and consistent with the values of the school.

### **34. Visitors**

- 34.1 All visitors to Abrar Academy should sign in at Abrar Academy's main office and should be wearing a visitor's badge. Staff member should supervise all visitors if they have access to Abrar Academy. Staff should challenge any adult unknown to them who is in Abrar Academy's area/ community without a badge.
- 34.2 Abrar Academy restricts unauthorised people to enter its premises. We have CCTV cameras situated around the premises of Abrar Academy and we also have the advantage of having an automated gate which restricts any outsider to enter unless permission is granted.
- 34.3 Staff should report any unacceptable forms of behaviour by adults at Abrar Academy to a senior member of staff i.e. use of foul language by building workers etc.
- 34.4 Reference should be made to Abrar Academy's External Speakers and Visitors Policy

### **35. Training and Support**

- 35.1 Abrar Academy will ensure that the Designated Senior Person and back-up Designated Senior Person attends training relevant to their role at intervals of no longer than 2 years.
- 35.2 All staff members will receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members will receive safeguarding and child protection updates via staff meetings, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All staff within school that come into contact with children, whether in a paid or voluntary capacity and irrespective of their role, will receive basic level 1 child protection training delivered by the DSP.

- 35.3 Where deemed necessary and relevant the DSP in discussion with the particular Head of Abrar Academy/ Madressa will keep Form Tutors or Subject Teachers up to date on matters concerning child protection issues.
- 35.4 The Headteacher and DSP will ensure that all staff are reminded of their responsibilities at regular intervals.

**Child abuse** - May take the forms of:

**Physical abuse** - which involves non accidental cuts, bruises, wounds, burns, fractures, bites and poisoning.

**Neglect** - Which involves chronic inattention to children's basic needs.

**Emotional abuse** - Which involves extreme denial of love, attention or security.

**Sexual abuse** - The involvement of children in sexual activity with one or more adults, which is inappropriate, illegal, or beyond the children's understanding. This usually includes an abuse of power or trust.

When trying to decide whether your concerns are sufficient to require action you will need to make a judgement based on the following:

*Evidence – What have I seen or heard? Write it down verbatim.*

**Experience** – What does my past involvement with child protection and with this child or family tells me?

**Empathy** – what non-verbal, intuitive clues am I aware of?

You are not deciding whether the child has been abused or by whom.

Staff should also note that they **must not**:

- Promise to keep the matter secret
- Interrogate children or ask leading questions.
- Speak with anyone about whom allegations are made, even if the allegations are about a colleague or another adult: this is the responsibility of the designated child protection person to organise.

Staffs who observe injuries, which appear to be non-accidental, or who are told anything significant by a pupil **MUST** report their concerns to the designated person.

**The Designated Senior Person  
(DSP) at present is:  
Huzayfa Wadee**

## **36. Missing Child Policy**

36.1 Abrar Academy has a duty to safeguard the welfare of all students. If a student is reported missing within the School then prompt action should be taken as the student becomes vulnerable as soon as she leaves the School.

36.2 The following procedure should be adopted in the event of a student missing:

- Teacher who is notified regarding the missing student or who realises that the student is missing will instantly report the matter concern to a senior member of staff.
- The senior member of staff will check with teachers and student's friends or anyone who may know the student's whereabouts. They will notify the person who raised the concern as soon as they locate the student.
- Search of the whole premises internally and externally will take place by disseminating various members of staff to various places.
- If the student has not been located within an hour: parents/guardians and the police will be notified. This time scale will be reduced significantly if there is cause for concern regarding the missing student.
- If the student is found or the incident is otherwise resolved, parents/guardians and the police will be informed without delay.

36.3 Recording and follow-up:

- Information will be logged in to the serious incident file.
- Information sheet will be filled in and a copy will be placed in the child's welfare file.
- An appropriate level of intervention/sanction will be issued in order to deal with the incident.

The following points concern students missing in education:

36.4 The school will monitor pupils' attendance through their daily register and address it when it is poor. It will inform the Local Authority of the details of pupils who are regularly absent from school or have missed 10 school days or more without permission.

36.5 The school will notify the local authority when it is about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations (Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006). This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.

36.6 When removing a pupil's name, the notification to the local authority will include:

(a) the full name of the pupil, (b) the full name and address of any parent with whom the pupil normally resides, (c) at least one telephone number of the parent, (d) the pupil's future address and destination school, if applicable, and

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(e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register.

- 36.7 The school will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii).
- 36.8 The school will also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by the school – unless the local authority requests that such returns are to be made.
- 36.9 When adding a pupil's name, the notification to the local authority will include all the details contained in the admission register for the new pupil.

## **Appendix 1: Safe Working Practices**

### **Propriety and behaviour**

All staff are expected to:

- set high expectations and challenging targets for all students
- promote fundamental British values, including democracy, the rule of law, freedom of religion, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs, fairness, social responsibility, liberty and equality for all
- ensure that they set expectations of the highest standards of behaviour and
- conduct within school, regardless of whether in class or beyond, and challenge activities by any student that may be considered to be of an inappropriate nature.

All staff are expected to refrain from:

- making inappropriate (innuendo) remarks to, or about, a student
- discussing personal relationships with or in the presence of students
- discussing a student's personal relationships in inappropriate settings or contexts
- making unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

All staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

### **Dress and appearance**

All staff are expected to wear clothing which:

- promotes a positive and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing or provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory
- is sensitive to the religious and cultural sentiments of pupils

### **Rewards and gifts**

All staff are expected to:

- ensure that gifts received or given in situations which may be misunderstood are declared immediately
- generally, only give gifts to individual pupils as part of an agreed reward system

- where giving gifts other than as above, ensure that these are of an insignificant value and given to all pupils equally
- ensure that the selection processes for gifts and rewards are fair, transparent and (wherever practicable) are undertaken by more than one member of staff

### **Infatuations**

All staff are expected to report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff. This must be reported to the DSP

### **Photography, videos and other creative arts**

All staff are expected to:

- refrain from making any visual recordings of students (still or moving) without the prior consent of a senior leader
- seek a child's consent for a photograph to be taken or published
- seek parental consent for a photograph to be taken or published
- ensure that the storage and distribution of such images is approved by senior leaders and care is taken to avoid illicit use of the images
- ensure that all images are available for scrutiny in order to screen for acceptability
- be able to justify images of children in their possession
- avoid making images in one-to-one situations
- avoid taking images of students using personal mobile phones.

### **Social contact**

All staff are expected to:

- always approve any planned social contact with students or parents with a senior leader
- advise a senior leader of any (unplanned) social contact they have with a student which might cause concern
- report and record any situation which they feel might compromise the School or their own professional standing
- refrain from sending personal communication to students e.g. letters and cards unless agreed with a senior leader

### **Communication using technology**

All staff are expected to refrain from:

- passing personal contact details to pupils including email, home or mobile phone numbers unless the need to do so is agreed with the dsp
- any communication with pupils which may be construed as grooming
- making any visual recordings of pupils (still or moving) without the prior consent of the dsp
- using any personal equipment when communicating with pupils
- for the purposes of exchanging coursework or homework only, it is permitted for staff to exchange their school email address with pupils. However, any

correspondence whilst using school email must be very cautious and perfunctory to avoid any misconstruing

### **Access to inappropriate images**

All staff are expected to:

- take extreme care to ensure that pupils are not exposed to inappropriate or indecent images
- ensure that they do not use school equipment to access any inappropriate or indecent images themselves
- in the event of indecent images being found on a computer, staff must report the incident to the dsp as soon as possible

### **Physical contact**

All staff are expected to:

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

### **Behaviour management and physical restraint**

All staff are expected to:

- try to defuse situations before they escalate
- ensure all rewards and sanctions are within the school's behaviour policy
- ensure parents are informed of all sanctions
- refrain from corporal punishment or use of force as a form of punishment
- avoid the use of sarcasm or demeaning and insensitive comments towards pupils

Some situations may give rise to the need for physical intervention. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

If an alternative method of control and restraint is possible then these methods should be used first. If physical contact is the only suitable method then the use of 'reasonable force' is permitted.

Force is usually used either to 'control' or 'restrain'. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. The

key point to always remember is that ‘reasonable in the circumstances’ means using no more force than is needed for that situation.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so
- to prevent a student behaving in a way that disrupts a school event or a school trip or visit
- to prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- to restrain a student at risk of harming themselves through physical outbursts.

Under no circumstances should staff use force as a punishment.

Please see the **Policy on Care and Control of Pupils** for full guidance.

### **Showers and Changing**

All staff are expected to:

- avoid any physical contact when children are in a state of undress.
- avoid any visually intrusive behaviour and where there are changing rooms.
- announce their intention of entering.
- avoid remaining in the room unless pupil needs require it.

All staff must not:

- change in the same place as children.
- shower with children.

### **One-to-one situations**

All staff should:

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

### **Intimate care**

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

- adhere to a care plan agreed with parents/carers for all pupils requiring intimate care
- encourage pupils to act as independently as possible

- ensure that another member of staff is in close vicinity if intimate care is required
- record any instances of intimate care, justifying the need for any variations from the care plan; and
- share the need for intimate care with parents/carers, if irregular or unexpected

### **Visual access to classrooms**

All staff are expected to ensure that there is always visual access and/or an open door to their classrooms

Where staff feel the need to cover visual access to their door temporarily, they must be able to justify doing so on safeguarding grounds and must ensure that there is a second member of staff in the classroom at the time

### **Transporting of students**

All staff must:

- have fully comprehensive insurance.
- think carefully about the implication of transporting an individual in their car. ensure all passengers wear seat belts.
- never overload the car.

### **Addressing of Staff**

All staff must not:

- allow students to address them by their Forename alone.
- give their home telephone number to students who may wish to discuss problems with them. In some activities in/out of Abrar Academy it may be necessary to pass on a home number i.e. sporting activities, exchange visits, etc.

### **Compromising situations**

If a member of staff feels that he/she has placed himself/herself in a compromising situation then an immediate discussion should take place with a senior member of staff or the DSP.

## **Appendix 2: Whistle Blowing Procedure**

### **Introduction**

Whistle Blowing is when an employee publicly discloses some alleged wrongdoing within an organisation.

Employees may be the first to notice something seriously wrong within Abrar Academy. Employees may not disclose any information as they feel that speaking up would be disloyal to their colleagues, or to the organisation.

This policy aims to make sure that if you want to raise any concern, you can do so with confidence and without having to worry about being victimised or discriminated against.

This policy intends to deal with serious or sensitive concerns about any mal practice such as the following.

- Health and welfare of boarders at risk (boarders being mistreated as outlined above)
- Fraud or corruption
- Unauthorised use of public money
- Criminal Offence
- Any damage to Health and Safety
- Environmental damage
- Improper conduct or unethical behaviour
- A person being discriminated against due to their race, colour, religion, ethnic or national origin, disability, age sex, sexuality, class or home life.
- Attempts to suppress or conceal any information relating to any of the above

### **Protection**

All necessary action will be taken by the organisation to protect that employer who discloses information from harassment or victimisation or any retribution where an employee makes a disclosure in good faith and reasonably believes that it is true. However if any information is disclosed which is untrue then the organisation will take appropriate disciplinary or legal action against the staff involved.

If a member of staff suffers adverse treatment, harassment or victimisation as a result of his or her disclosure, disciplinary action may be taken against the perpetrator.

Many employees keep their allegations anonymous but these allegations tend to be far less effective.

We request that if any employee making a disclosure puts his/her name to any disclosure. The identity of the employee raising the matter will be kept confidential if this is what he/she requires.

## **Procedure**

An employee should raise his concerns with the DSP if related to child protection issues or the Principal. If the relevant people cannot deal with the matter he or she will refer the concern to the Trustee. If you are not satisfied then you may contact local CSCI office at the following address:

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

Dcsf  
Sanctuary Buildings  
Great Smith St  
London  
SW1 P3BT

## **Independent Advice**

If you require independent advice you may phone the independent charity public concern at work on 0207 4046609 or the internet at [www.pcaw.co.uk](http://www.pcaw.co.uk); confidential advice will be given to you about how to raise a concern about serious malpractice at work.

For effective action to be taken it will be best to put all the concerns in writing with all the relevant details e.g. names, dates, places and reasons for making the disclosure.

## **Respond**

The person to whom the disclosure is made will consider the information and decide what action to take, any of the following can take place.

- Internal investigation
- Referred to the police
- Independent investigation

Any concerns that need to be dealt with which fall under other procedures the employee will then be advised to approach the appropriate member of staff or the concern will be passed onto the relevant person.

The employee relating the concern will be updated on the progress and outcome of any investigation.

### Appendix 3: Multi Agency Assessment and Referral Form

#### Framework for the Assessment of Children in Need and their families in Lancashire

This multi-agency referral form should be used when an agency considers that a child has needs which cannot be met solely by that agency and where co-ordinated intervention is required to promote, safeguard or protect the welfare of the child/children concerned.

Forwarded by (Name):	Date:
Designation and Agency:	Tel No:
Address of referrer:	Postcode:

Family Surnames/s: (or alias)	Ethnic Origin:			
Name of Child(ren)	M/F	DOB	Nursery/School	UPN
Current Address:				
Postcode:	Tel No:			

GP (Name and Address)	
Postcode:	Tel No:

<b>REASON FOR REFERRAL TO LSCB:</b> (Please indicate if previous referrals have been made and attach any relevant information)
--

<b>If immediate protective action is required, a child protection referral must be made by telephone/visit to the local LSCB office. This multi-agency form must be completed and placed on the child's record. A copy must be forwarded to LSCB following the telephone referral.</b>
--

### Family details

Names (Forename & family name/surname)	Date of Birth	Parental Responsibility
Mother		Yes <input type="checkbox"/> No <input type="checkbox"/>
Father		Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Other significant adults: Please include relationship to child and whether the adult assumes any care responsibilities for the children</i>		
Name	DOB	Relationship and Nature of Care Given

Previous Address of Family:

**Other Children in the family:** (\*Please indicate which child/children are the subjects of this referral)

Names (Forename & family name/surname)	M/F	D.O.B	Nursery/School	*

Details of other agencies known to be involved with the family/child (ren)

Agency	Name	Address & Tel No.	Current Involvement

Please outline the work undertaken by your agency to support this child/family. Please include also any contact, which has been made with other agencies in respect of this referral, and provide details of any joint work.

**Chronology of Significant Events in respect of the child** (*Please use a separate sheet for each child*)(*Please tick if this is attached as an appendix*)

Date	Age	Event

**Child's Development Needs**

Name:

(Please use a separate sheet for each child):

General Health: *Including child's growth and health compared to other children*

Education: *Including factors which may inhibit child's ability to learn*

Emotional and Behavioural Development: *Including the appropriateness of response in feelings and actions*

Identity: *Including how the child talks about himself/herself. Does he/she identify with any particular family member? Does he/she perceive themselves as different in any way?*

Family and Social relationship: *Including the presence of affectionate and stable relationships*

Self-care and Social Presentation: *Including how the child is able to care for himself/herself and how well they relate to others*

### **Parenting Capacity**

It is important to be clear about how well parents are able to care for their child/children and what difficulties they may be experiencing. Please include any information you think is important.

Family and Environmental Factors

### **Family and Environment**

Please provide any information in respect of the wider family, including references to environmental factors where you believe this may have an influence upon the child's well being and development.

Is the child able to make their view known, if so please comment?

Does the child consent to the sharing of information between agencies?

What are the parent's views about this referral?

Do the parents consent to the sharing of information between agencies?

Please detail any special needs/circumstances of any family member, which may affect communication or understanding between family and professional agencies

Name: \_\_\_\_\_

Tel.No. \_\_\_\_\_

Referral forwarded to: \_\_\_\_\_

Date: \_\_\_\_\_

Copy also forwarded to: \_\_\_\_\_

Date: \_\_\_\_\_

# Appendix 4 Cause for Concern Form

Name of Staff Member: .....

## Safeguarding Children: Note of Concern

Name of child: DOB:	Class/group:	Date:
<p>Issue: Please record the details of the incident/issue you are concerned about. Include verbatim comments where possible. Please keep the account very factual. If you are reporting a potential incident of physical abuse remember to include a 'record of marks observed on a child'.</p>		
Signed:		
(Please continue on the back if necessary)		
Reported to:	Date and time report completed:	
Outcome: Please include the outcome of discussions with parents/carers where this is appropriate		
Further action taken		
Signed:	Date:	

## Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the child's concern/confidential file.

**BODYMAP**

**(This must be completed at time of observation)**

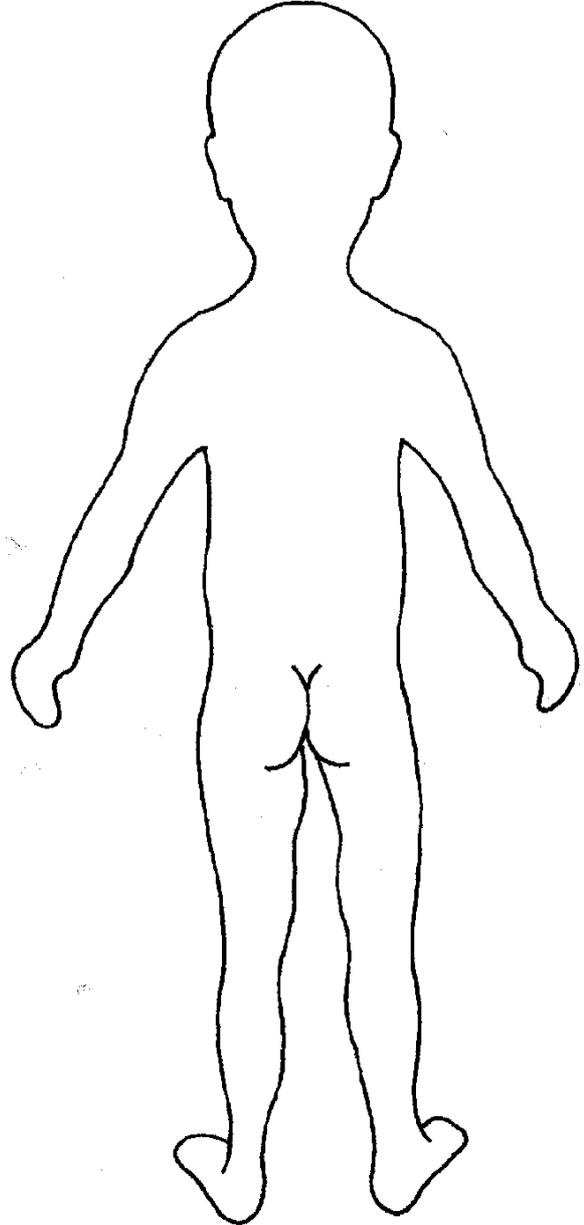
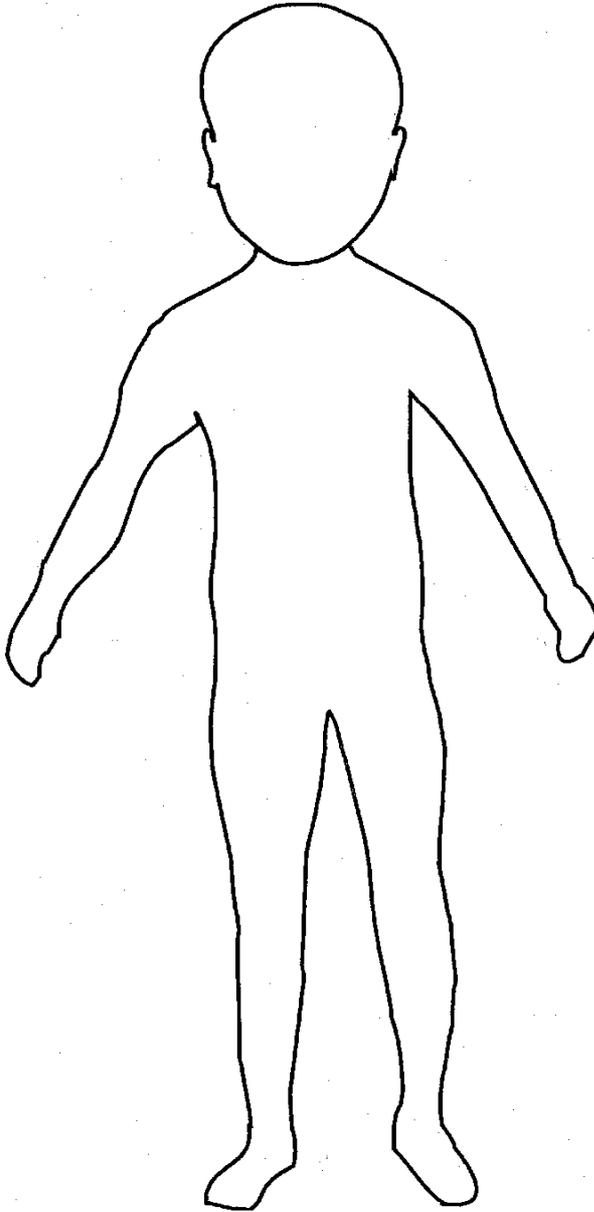
Name of Pupil: .....

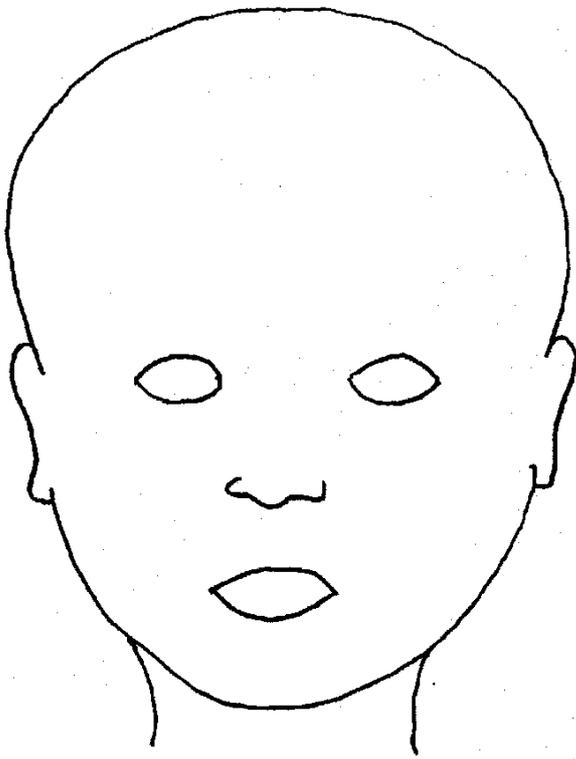
Date of Birth: ..

Name of Staff: .....

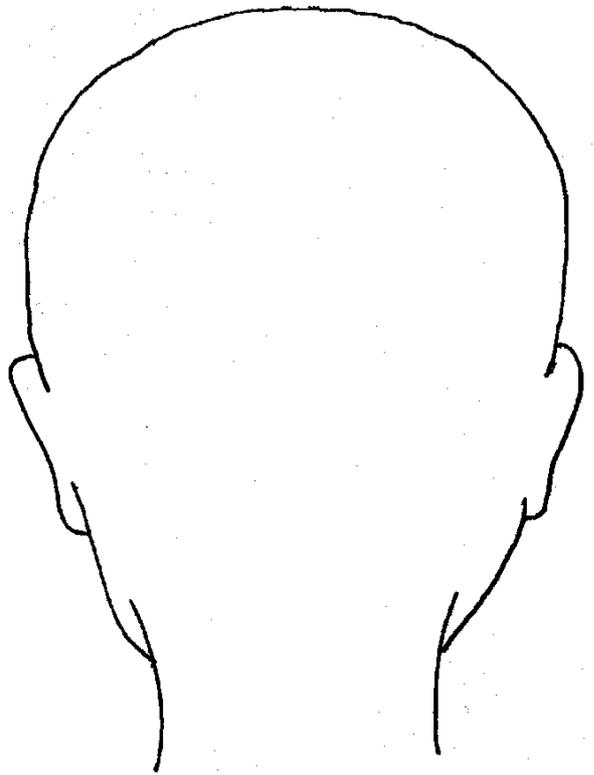
Job title: .....

Date and time of observation: .....

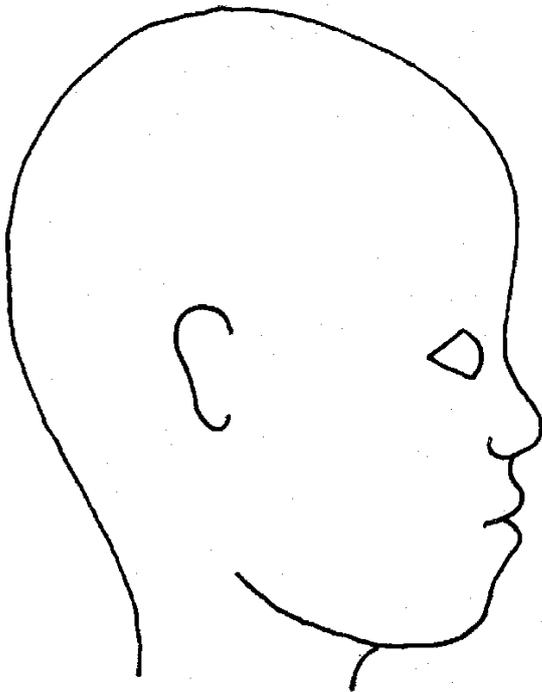




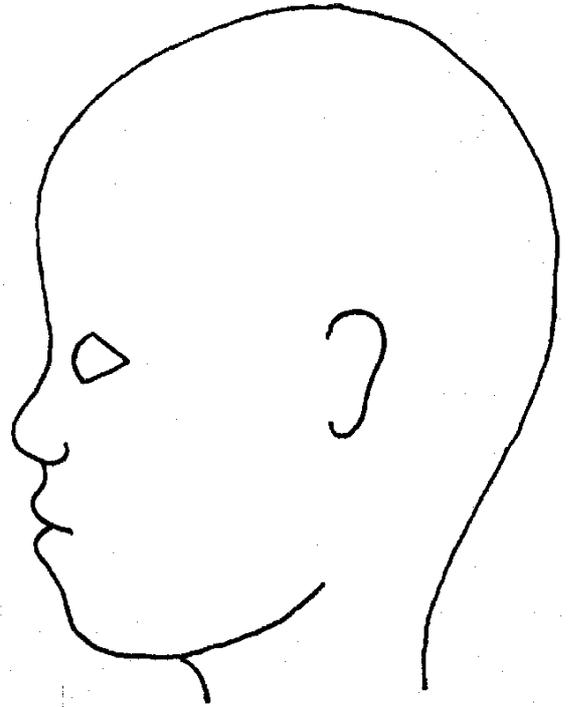
**FRONT**



**BACK**



**RIGHT**



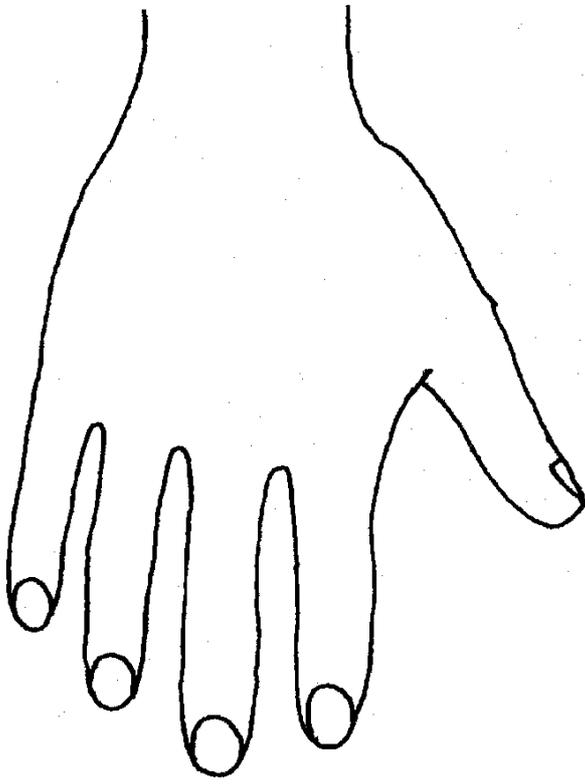
**LEFT**

Name of pupil:

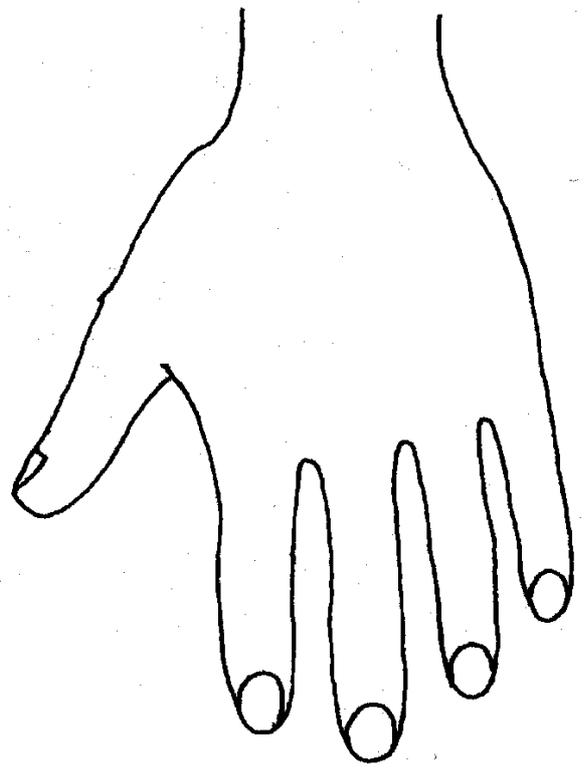
.....

Date and time of  
observation:

.....

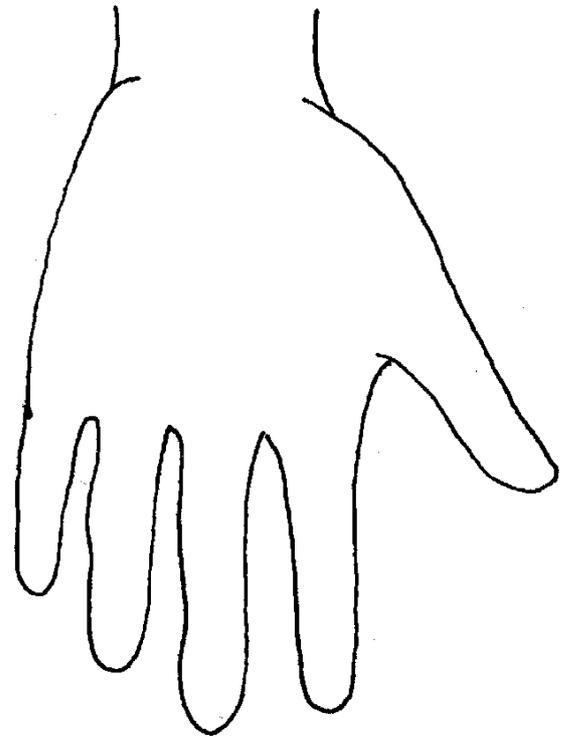


R



L

BACK

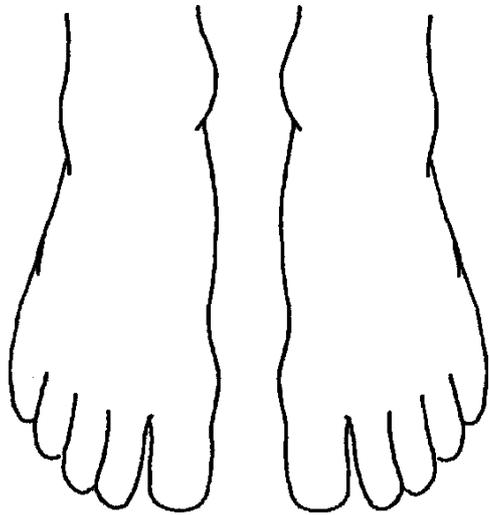


Name of Pupil: .....

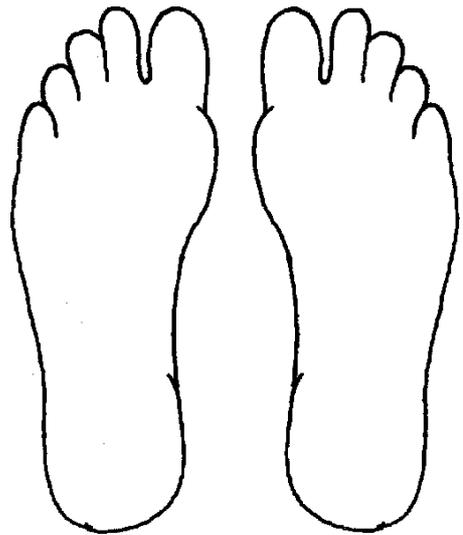
Date and time of observation: .....

Name of Pupil: ..

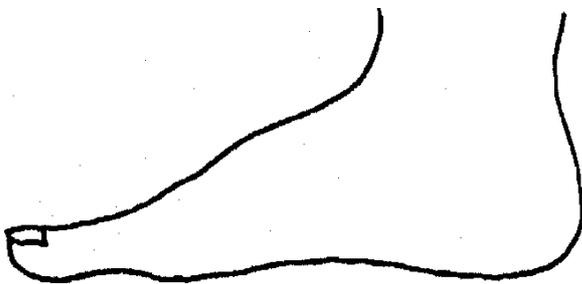
Date and time of observation: .....



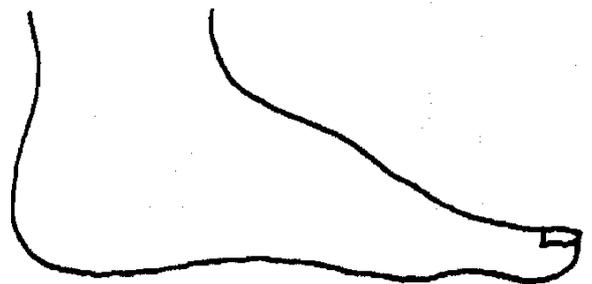
R TOP L



R BOTTOM L

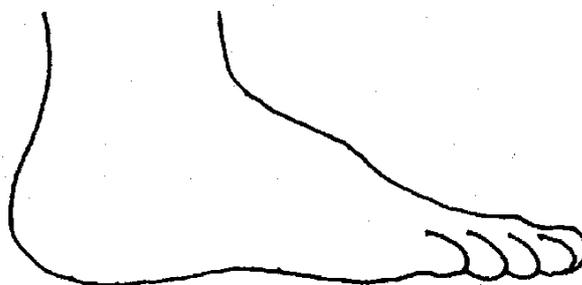


R



L

INNER



R



L

OUTER

Printed Name,  
Signature and Job title  
of staff:

.....