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INTRODUCTION

Azhar Academy Girls School takes very seriously its duty towards all its pupils who have been entrusted to its care and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to. Azhar Academy Girls School considers every child to be an amanah – a trust, from parents and from Allah. We believe that we are under obligation to work sincerely towards fulfilling our aims and promises

Azhar Academy Girls School understands that our work in safeguarding and protecting children must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.

We understand the term safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

The Child Protection Policy seeks to support the development of all pupils at Azhar Academy Girls School in ways that will foster security, confidence and independence. It should be regarded as vital to the wellbeing of the individual and important in promoting the pastoral goals of the school. It provides a model for open and effective communication between children, teachers, parents and other adults working with children. The safety and welfare of the child is paramount and must over-ride all other considerations.

In our school we respect our children and strive to care for their individual needs. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

Azhar Academy Girls School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

All staff at Azhar Academy Girls School believe that a range of other school policies are central to many aspects of the school's Early Help, Safeguarding and Child Protection Policy, and this document should therefore be read in conjunction with our Policies for:

- Anti-Bullying
- Attendance
- Behaviour Management and Physical Intervention
- e-Safety
- Health & Safety
- Safer Recruitment
- Safe Working Practices for Staff and Volunteers

Our Early Help, Safeguarding and Child Protection Policy is written with due regard to the Department for Education statutory guidance [Keeping Children Safe in Education](#) (updated September 2018) and will be reviewed each time any subsequent guidance is issued by the Secretary of State.

Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board and have been adopted and available from the [Newham Safeguarding Children Board](#). It is thus also in accordance with the principles established by the Children Act 1989 and 2004; and in line with the following:

“Working Together to Safeguard Children” 2016
“London Safeguarding Children’s Board Procedures” 5th Edition
Keeping Children Safe in Education 2018
“What to do if you are worried a child is being abused” 2015
The Prevent Duty Departmental advice for schools and childcare providers, DfE, June 2015
Prevent Duty Guidance HM Government 2015 Channel Duty Guidance HM Government 2015
“Use of reasonable force: Advice for head teachers, staff and governing bodies” 2013

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the school.

This policy is available to all parents either in hard copy upon request from the school office or from our website at www.aags.org.uk

The aims of this policy are:

- To support each child’s development in ways that will foster security, confidence and resilience in line with the school’s aims.
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- To raise the awareness of all teaching and non-teaching staff members of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of children in need, or abuse, neglect, harm or risk of harm, and to be aware of signs of abuse in non-verbal children.
- To provide a systematic means of monitoring children known or thought to be in need or at risk of harm, and ensure we at Azhar Academy Girls school contribute to assessments of need and support plans for those children, alongside other agencies e.g. Social Services, Children with Disabilities Team, the Police and, if ever applicable, School Nurse and Education Welfare Officer.

- To acknowledge the need for effective and appropriate communication between all members of staff members in relation to safeguarding pupils.
 - To set out a structured procedure and framework within the school that will be followed by all members of the school community in cases of suspected need, abuse or neglect.
1. Azhar Academy Girls School Early Help, Safeguarding and Child Protection Policy

Azhar Academy Girls School is committed to Early Help, Safeguarding and Child Protection in order to promote the welfare of all its pupils and the Governors expect all staff and volunteers to share this commitment. Staff must demonstrate their understanding of how each individual adult working on behalf of the school has an active part to play in identifying a child or young person's concerns early - to prevent needs escalating and to protect those at risk of harm.

- 1.1. All staff must be clear about their responsibility and that of others in providing a caring and safe environment for all pupils to learn.
- 1.2 To this end Azhar Academy Girls School will ensure that all staff, whether permanent or temporary, and volunteers are aware of systems within the school which support early help and safeguarding and should be explained to them as part of staff induction.
- 1.3 All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- 1.4 All staff should know who the Designated Safeguarding Lead: Mrs Rookshana Adam (Senior DSL) & Apa Anila Khan (Deputy DSL)
- 1.5 Currently these persons are Mrs Rookshana Adam, & Apa Anila Khan who have received training in order to undertake the role and support staff to carry out their early help and safeguarding duties and responsibilities.
- 1.6 In the absence of the Designated Safeguarding Lead Apa Anila Khan will deputise.
- 1.7 The Lead Safeguarding Governor is: Mr Ismail Gangat
- 1.8 All staff will receive appropriate training during their induction period, and regularly thereafter in order that they are equipped with the skills needed to keep children safe.

1.9 Azhar Academy Girls School will always follow safe recruitment procedures so that we can be confident that all adults working in our school are safe to do so.

2. Keeping Children Safe – Early Help, Safeguarding and Child Protection

2.1 Responding to Concerns

2.2 All children at Azhar Academy Girls School must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

2.3 All staff must:

- Listen to what the child is saying without interruption and without asking leading questions.
- Respect the child's right to privacy but not promise confidentiality
- Reassure the child that he/she has done the right thing in telling.
- Explain to the child that in order to keep him/her safe from harm the information that has been shared must be passed on.
- Report what has been disclosed to the Designated Person in the school.
- Record, as soon as is practicable, what was said using the child's actual words
- Sign and date the record.

2.4 The Designated Safeguarding Lead will:

- Consider if early help can be offered to support and prevent the child or young person's needs escalating.
- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- Seek advice if unsure that a child protection referral should be made.

2.5 The Designated Safeguarding Lead will decide whether to consider offering Early Help to support the family or to make a referral to Newham's Triage Service when there are complex needs or child protection concerns. We will use the [Early Help and Safeguarding Thresholds](#) to inform our decision making.

- 2.6 If a referral to Children’s Triage has not met the threshold for targeted support or statutory intervention the Designated Safeguarding Lead will make full written record of the decision and outcome. The school will continue to offer early help and interventions, supported by the use of the Early Help Record and Plan.

Recognition and Response

- 2.7 Owing to the nature of the day-to-day relationship children at Azhar Academy Girls School have with staff, all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child’s health and/or development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all children will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a child is suffering harm.

2.8 Types of Abuse and Neglect

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

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

Emotional abuse: *the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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.*

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

Neglect: *the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.*

- 2.9 All staff will report any concerns to the Designated Safeguarding Lead for Early Help and Child protection.
- 2.10 All adults working in the school will receive regular Safeguarding training in order that their awareness to the possibility of a child suffering harm through physical abuse, emotional abuse, sexual abuse and neglect remains high.
- 2.11 We will ensure that the training our staff undertake contains opportunities for learning about those specific areas of child protection about which everyone working in education should be aware of and alert to:
- [Child Missing from Education](#)
 - [Child Sexual Exploitation \(CSE\)](#) *and see page 9*
 - [Bullying including Cyberbullying](#)
 - [Domestic Violence](#)
 - [Drugs](#)
 - [Fabricated or induced illness](#)
 - [Faith Abuse](#)
 - [Female Genital Mutilation \(FGM\)](#) *and see page 9*
 - [Forced Marriage](#)
 - [Gangs and Youth Violence](#)
 - [Mental Health](#)
 - [Private Fostering](#)
 - [Preventing Radicalisation](#) *and see page 10*
 - [Sexting](#)
 - [Teenage Relationship Abuse](#)
 - [Trafficking](#)

3. Safeguarding – Providing a Safe Environment

- 3.1 All parents and carers of pupils attending Azhar Academy Girls School must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:
- Promoting a caring, safe and positive environment within the school
 - Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
 - Ensure that our staff are fully inducted and comply with the school's staff behaviour/code of conduct policy.
 - Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what is acceptable behaviour and what is not and know who to turn to for help.

- Working in partnership with all other services and agencies involved in the safeguarding of children
- Displaying appropriate posters that detail contact numbers for child protection help-lines
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school
- Welcoming visitors in a safe and secure manner
- Undertaking risk assessments when planning out of school activities or trips
- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

4. Early Help, Safeguarding and child Protection in Specific Circumstances

4.1 Attendance

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

- (1) We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker within one day
- (2) We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day
- (3) We will always report a continued absence about which we have not been notified by the parent or carer to the Attendance Management Service if we have been unable to confirm the reasons for absence.
- (4) We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.
- (5) We will always report to the Attendance Management Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

4.2 Pupil Behaviour

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- (1) No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action
- (2) We will always record any occasion when physical intervention has been necessary
- (3) We will always notify parents or carers of any such incident

4.3 **Bullying**

We understand that bullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying make take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

4.4 **E-Safety**

We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We have an e-safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school.

We also recognise that all members of staff and volunteers must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

4.5 **Health & Safety**

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

4.6 **Child Sexual Exploitation (CSE)**

We recognise that 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.

We will consider the following CSE indicators:

- 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.
- 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.

4.7 **Female Genital Mutilation (FGM)**

We recognise that there is a range of potential indicators that a girl or young woman may be at risk of FGM. We are aware that this is a Mandatory reporting duty from October 2015.

If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children’s social care. Further guidance is available through [Multi-Agency Practice Guidance](#) .

4.8 **Preventing Radicalisation**

Azhar Academy Girls School is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and the expression of beliefs and both pupils/students and adults have the right to speak freely and voice their opinions.

- Extremism is views and actions that promote:
- violence against others
- hatred towards others
- undermining the rights of others.
- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

From 1 July 2015 schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

4.9 Role of Staff Members

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate they may be in need of help or protection. If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children’s social care.

Staff at Azhar Academy Girls School are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Staff will be alert to the fact that extremism and radicalisation are safeguarding issues. They also recognise that if they fail to challenge extremist views they are failing to protect and educate pupils. They also understand the importance of being role models for pupils.

Staff members understand the importance of building the resilience of pupils against radicalisation through the excellent teaching of key curricular topics, aiming to develop the critical reasoning skills and confidence of pupils. They also ensure that the use of IT facilities at the school is properly supervised so that pupils are not exposed to any risk of falling prey to radicalising influences online at the school and are taught how to avoid those who might groom them online outside of the school too.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff members have to be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

As part of wider safeguarding responsibilities school staff are trained to be alert to signs and indicators laid out in training and detailed in the three dimensions of the government’s Channel Vulnerability Assessment framework (engagement, intent and capability) including, but not limited to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites, whether at home or elsewhere
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings in the locality
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or hate terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious, in line with our equalities policy
- Comments made that indicate association with individuals or groups known for extreme or radical beliefs, teachings or actions

Our schools islamic ethos emphasises the importance of citizenship and IPSHE and doing good unto all others, education and the rule of law. The school is cognisant of its duty to ensure that pupils learn to serve and care for all others and work towards making a positive contribution to society as a fulfilment of Islamic teaching and duties. The school makes clear to staff and pupils that acts of extremism and terrorism, and the beliefs that encourage them, are unacceptable to Islam and that there is no place for extremist views in the school, whether from internal sources – pupils, staff or trustees, or external sources - school community, external agencies or individuals.

“Eat and drink the sustenance God has provided and do not act wrongfully in the land, causing corruption.” (The Qur’an 2:60)

“... if any one slew a person - unless it be for murder or for spreading mischief in the land - it would be as if he slew the whole people: and if any one saved a life, it would be as if he saved the life of the whole people...” {The Qur’an, 5:32}

O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other)). Verily the most honoured of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things). {The Qur’an, 49:13}

“Worship Allah, and do not associate partners with him. And be good to your parents, and the relatives, and to the orphans, and to the poor people, and the neighbour that is close to you and the neighbour that is not close to you, and your companion on the journey.” (The Qur’an, 4:36)

The heaviest aspect, the heaviest matter (to be placed) in the scales, on the Day of Judgment, is good conduct/manners. (The Prophet Muhammad, may peace be upon him.)

Allah is beautiful and loves beauty and He loves noble conduct/manners and He hates lowly characteristics. (The Prophet Muhammad, may peace be upon him.)

I guarantee a house in the surroundings of the Garden for a person who avoids quarrelling even if he/she is in the right, a house in the middle of the Garden for a person who avoids lying even if he/she is joking, and a house in the upper part of the Garden for a person who makes his/her character good. (The Prophet Muhammad, may peace be upon him.)

“...surely Allah does not love him who is treacherous, sinful;” (The Qur’an, 4:107)

“...Allah loves not those who make mischief” (The Qur’an, 5:64)

*“... Allah loveth not the arrogant, the vainglorious” (The Qur’an, 4:36)
"Help the weak or do good for a person who cannot work for himself." I said, "If I cannot do that?" He said, "Refrain from harming others for this will be regarded as a charitable deed for your own good." (The Prophet Muhammad, may peace be upon him.)*

5. Working Together with Parents and Carers

5.1 Pupil Information

We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- emergency contact details
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- name and contact detail of G.P.

- any other factors which may impact on the safety and welfare of the child

5.2 Confidentiality

Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant and information only a “need to know” basis in order to support the child if that is necessary and appropriate.

We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing.

We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the pupil transfers.

5.3 Referrals to partner agencies

If we have a reason to be concerned about the welfare of a child we will always seek to discuss this with the child’s parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Children’s Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

5.4 Sharing our Policy

This policy is available to all parents of pupils and prospective pupils via our website and can be made available by hard copy on request from the school office.

6. ADULTS WORKING WITH CHILDREN

6.1 Safer Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow DfE guidance for safer recruitment in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will be alert to the possibility that unsuitable persons may seek to gain positions within our school. By adhering to safer recruitment best practice techniques and sound employment practice in general and by ensuring that there is an on-going culture of vigilance within our school and staff team we will strive to ensure that no unsuitable candidate ever begins working at the school due to evidence of offences involving children or due to any risk of harm to children and

we will also minimise the opportunities for extremist views to prevail that might put children at risk of radicalisation.

At least one staff member that sits on interview panels, including the headteacher, will undertake level 3 training in Safer Recruitment.

All members of staff, from ancillary to teaching staff, are appointed subject to successful clearance of a Barred List check, a DBS check, an identity check, a qualifications check and subject to character and professional references being received. Checks will also be made to ascertain whether the staff members are disqualified from working in a school and whether any Prohibition Orders exist against them. Whilst staff members can begin working before a DBS check has cleared, this is only if the Barred List checks, Disqualification checks (including Disqualification by Association) and Prohibition Orders checks (including prohibition from management of a school) have been successful and only if they are supervised by another member of staff already successfully vetted. The school follows the safer recruitment procedures in the statutory guidance “Keeping Children Safe in Education 2016”.

Any member of staff considered unsuitable to work with children will be referred to the Disclosure and Barring Service (DBS) after his/her resignation or removal from the school. Additionally, a teacher deemed unsuitable to work with children will also be referred to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

If a member of staff has been abroad for longer than three months, we request a police check/certificate from the police department in the locality in which they resided. If the staff member is unable to obtain this, the school will write to the UK embassy of the country in which the staff member resided, to obtain this or a Keeping Children Safe in Education DfE 2016 Disqualification under the Childcare Act 2006 Statutory guidance for local authorities, maintained schools, independent schools, academies and free schools, DfE, verification that criminal records or concerns do not exist in their country for the staff member.

All adults on site from other organisations such as supply agencies, universities or other schools will be subjected to similar checks as in above, by requesting written confirmation that all the appropriate checks have been carried out and the adult has been judged by the organisation to be suitable to work with children.

We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons

For all other staff members who have an opportunity for regular contact with children who will not be engaging in regulated activity (e.g. supervised volunteers who regularly teach or look after children e.g. parents supporting reading) an enhanced DBS check which does not include a barred list check will be conducted. This also applies for contractors who would have the opportunity for contact with pupils and work unsupervised under a temporary or occasional contract. Contractors that work without a check are always supervised by the school

caretaker or another delegated member of staff. Contractors engaging in regulated activity will require an enhanced DBS check

6.2 **Induction**

We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

6.3 **Continuing Professional Development**

We will ensure that all staff receive regular training in Child Protection.

6.4 **Supervision**

We will always supervise staff and act on any concerns that relate to the safeguarding of children.

6.12 **Allegations**

We will always follow our locally agreed procedures for the management of allegations against staff. The procedures are available at: [NSCB LADO](#)

6.13 **Dismissal**

We will always refer to the Disclosure and Barring Service any member of staff who is dismissed because of misconduct relating to a child.

6.14 **Safe Practice**

We understand that all adults working in or on behalf of our school have a duty to safeguard children and promote their welfare. We aim to provide a safe and supportive environment for our children through the relationship we have with them and their parents or carers and will always seek to ensure that all adults working in our school behave in a manner that fosters this relationship.

We will ensure that all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately.

7. Whistle blowing

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

Our Islamic ethos dictates that we act as “mirror to one another” – this is as a mirror of good advice and accurate feedback. This is also in the spirit of an important saying of the famous companion of the Prophet Muhammad, salAllahu alayhi wa sallam, Umar ibn Al-Khattab, who said, “Hold yourself to account before the Day of Account”

The Prophet Muhammad, SalAllahu alayhi wa sallam also said “Help your brother, whether he is an oppressor or he is oppressed.” The Prophet was asked: “It is right to help him if he is oppressed, but how should we help him if he is an oppressor?” He replied: “By preventing him from oppressing others.” (Bukhari)

All staff members should be aware of their duty to raise concerns about the attitude or actions of colleagues. They should raise their concerns directly with the headteacher even if in any doubt. If the concerns are school-system-wide or concern the headteacher, they should raise them with the chair of trustees Moulana Ismail Gangat.

If the concerns are wider still then they should contact the Local Authority Designated Officer for Child Protection.

Staff and volunteers should feel confident to also raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding regime with the headteacher at any time. Where a staff member feels unable to raise the matter with the headteacher or feels their genuine concerns are not being addressed or the concerns relate to the headteacher, s/he should raise them with the chair of trustees Moulana Ismail Gangat.

8. MONITORING AND REVIEWING OUR POLICY AND PRACTICE

8.1 Our Designated Person for Child Protection will continually monitor our child protection and safeguarding practices and bring to the notice of the headteacher and governors any weaknesses or deficiencies.

8.2 The Governing Body has a duty to remedy any weaknesses that are identified.

8.3 An annual report will be submitted to the Governors which will outline the child protection and safeguarding work we have undertaken during the year. Names of children will not be shared. Included in the report will be details of:

- The names of members of staff with Designated Safeguarding Lead responsibilities
- Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
- The training that has been undertaken by the designated staff
- The training that has been undertaken by all other staff and volunteers
- Details of any incidents when physical restraint of pupils has been used
- Details of information and guidance that has been given to staff
- Details of safeguarding and child protection issues included in the curriculum
- Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school

- Details of safeguarding and child protection information given to parents
- Details of the safety of the school site and the access given to visitors
- Confirmation that all school lettings have been agreed with consideration given to the safeguarding of children
- Numbers of child protection referrals made to Children's Services
- Details of child protection conferences or meetings attended regarding children (names of children are not shared)
- Numbers of children identified in need of early help support
- Numbers of child who have an Early Help Plan
- Numbers of children who are, or have been, subject to a Child in Need or Child Protection Plan

8.4 The Governors, Headteacher and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.

Our Policy is reviewed annually by the Governors of our school and the Designated Safeguarding Lead. It will be reviewed in 1st September 2019

Contact Details of Designated Safeguarding Leads & Contacts :

Mrs Rookshana Adam (Headteacher) – r.adam@azharacademy.org

Apa Anila Khan (Student Mentor) – a.khan@azharacademy.org

Moulana Ismail Gangat – Chair of Trustees – ismail@azharacademy.org

