

## Wycombe Quran Academy



# Safeguarding Policy



Date	April 2025
Review Date	April 2026
Date agreed by Trust	20.04.2025

# SAFEGUARDING POLICY

## CONTENTS

<b>PART 1 : SAFEGUARDING POLICY</b>	
The Islamic Context	Page 3
Introduction	Page 3 - 4
Overall Aims	Page 5
The Role of Wycombe Quran Academy Staff	Page 5
The Role of the Designated Safeguarding Lead	Page 6
The Role of the Trust	Page 7
A Safer Academy Culture	Page 8
Our Role in the Prevention of Abuse	Page 8
Safeguarding Children who are Vulnerable to Extremism	Page 9
What we do When we are Concerned	Page 11
<b>PART 2 : THE KEY PROCEDURES</b>	
Responding to Concerns About a Pupil	Page 12
Involving Parents / Carers	Page 13
Multi-Agency Work	Page 13
Our Role in Supporting Children	Page 13
Responding to an Allegation or concern about a Member of Staff, Student or Volunteer	Page 14
Children with Additional Needs	Page 15
<b>APPENDICES</b>	
<b>Appendix 1:</b> Definitions and Indicators of Abuse	Page 16
1. Neglect	Page 16
2. Physical Abuse	Page 17
3. Sexual Abuse	Page 17
4. Sexual Exploitation	Page 18
5. Emotional Abuse	Page 18
6. Responses from Parents	Page 19
7. Disabled Children	Page 19

<b>Appendix 2:</b>	Dealing with a Disclosure of Abuse	Page 20 – 21
<b>Appendix 3:</b>	Recording Procedure Form - Action taken By DSL	Page 22 Page 23
<b>Appendix 4:</b>	Body Map	Page 24
<b>Appendix 5:</b>	Confirmation of Safeguarding Policy Form	Page 25
<b>Appendix 6: :</b>	Indicators of Vulnerability to Radicalisation	Page 26 - 27
<b>Appendix 7:</b>	Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)	Page 28
<b>Appendix 8:</b>	Allegations about a Member of Staff, Volunteer, Trustee or Volunteer	Page 29 - 30
<b>Appendix 9:</b>	Safeguarding Induction Sheet for New or Supply Staff and Regular Visitors at the Academy	Page 31
<b>Appendix 10:</b>	Useful Contacts	Page 32

## THE ISLAMIC CONTEXT

The model for human behaviour and interaction has been given to us by Islam and the Prophet Muhammad (peace be upon him).

In the Quran, Allah The Almighty has stated:

- *“The (faithful) servants of the Beneficent are those who walk upon the earth modestly.”* (Al Furqaan 25:63).

The following are some of the Hadeeth (narrations) of the Prophet (PBUH):

- *“(On the Day of Resurrection) there will be nothing heavier in the scale than good character (and polite manners).”*
- *“I have been sent (by the Lord, as a Messenger) for the perfection of human conduct.”*
- *“The true believer is one from whom people are safe with their lives and wealth.”*
- *“He is not from amongst us who doesn’t show respect to his elders and does not show affection towards his youngsters.”*
- *“Show mercy (be kind) to those on earth and He who is in the heavens will have mercy upon you.”*

## INTRODUCTION

- This policy applies to all children, young adults, staff, trustees, visitors and volunteers at the Wycombe Quran Academy.
- In this document a child is defined as anyone who has not yet reached their 18<sup>th</sup> birthday. ‘Children’, therefore, means children and young people throughout this document.
- All external visitors including trustees, supply teachers, volunteers and contractors will be made aware of the information contained within our safeguarding policy and it is their responsibility to comply with it.
- This policy will be reviewed regularly (annually), and may be revised and updated as and when the need arises.
- It will be implemented through the Academy’s induction and training programme, and as part of day to day practice.
- Compliance with the policy will be monitored by the Designated Safeguarding Lead and through staff performance measures.

This policy is in two parts:

- **PART 1:** Safeguarding Policy and **PART 2:** Key Procedures

# PART ONE: SAFEGUARDING POLICY

## 1. INTRODUCTION

### 1.1 Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

(Working Together, DfE 2015)

### 1.2 Wycombe Quran Academy is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

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

### 1.3 In order to safeguard and promote the welfare of children, Wycombe Quran Academy will act in accordance with the following legislation and guidance:

- The Children Act 2004
- Keeping Children Safe in Education: Statutory Guidance (DfE 2015)
- Keeping Children Safe in Education: Information for all School and College Staff (DfE 2015)
- Working Together to Safeguard Children (DfE 2015)
- The Procedures of Birmingham Safeguarding Board
- What to do if You're Worried a Child is Being Abused (DfE 2015)
- Counter Terrorism and Security Act (section 26)

Working Together to Safeguard Children (DfE 2015) requires all schools including voluntary and community schools to follow procedures for protecting children from any type of abuse.

## **2. OVERALL AIMS**

2.1 This policy will contribute to safeguarding our children and promoting their welfare by:

- Ensuring that pupils feel safe, secure and listened to;
- Clarifying standards of behaviour for staff and pupils;
- Ensuring that staff understand in 'exceptional circumstances' they may report concerns directly to the Wycombe Safeguarding Officer;
- Contributing to the establishment of a safe, resilient and robust ethos in the Academy, built on mutual respect, and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging pupils and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff's awareness of the risks and vulnerabilities their pupils face;
- Addressing concerns at the earliest possible stage;
- Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, or victimisation;
- Ensuring that pupils who have been abused or at risk of abuse are supported.

2.2 This policy will contribute to supporting children by:

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

2.3 This policy will contribute to the protection of children by:

- Including appropriate work within the Islamic Studies curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with children, parents and agencies.

## **3. THE ROLE OF WYCOMBE QURAN ACADEMY STAFF**

3.1 All staff will be expected to:

- Be familiar with this safeguarding policy and implement it consistently;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators);
- Strive to safeguard pupils in all aspects of the learning environment on-site and on educational visits;
- Maintain an attitude of 'it could happen here' where safeguarding is concerned;
- Record concerns and give the record to the Designated Safeguarding Officer.

- Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - the Designated Safeguarding Officer **MUST** be informed immediately, and provided with a written account as soon as possible.
- 3.2 All staff will receive safeguarding training at intervals of no more than three years. Key staff with designated responsibility for safeguarding will undertake more specialist child protection training. New staff will receive training as part of their induction period.
- 3.3 All staff **MUST** sign a confirmation of receipt form to declare they have been made aware of this policy and have fully understood their safeguarding duties (See Appendix 5).
- 3.4 In exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to the Multi-Agency Safeguarding Hub (MASH).

#### **4. THE ROLE OF THE DESIGNATED SAFEGUARDING OFFICER**

- 4.1 Our **Designated Safeguarding Lead (DSL)** is **Fatima Zahara** who has lead responsibility and management oversight and accountability for child protection and with the Chair of the Trust will be responsible for coordinating all child protection activity.
- 4.2 The role and broad areas of responsibility of the DSL are:
- Managing all aspects of referrals;
  - Training staff and acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and;
  - Raising awareness.
- 4.3 The DSL will receive appropriate training carried out every two years to ensure up to date working knowledge of child protection.
- 4.4 It is the responsibility of the DSL to ensure all safeguarding policies are being implemented consistently and all staff members understand their safeguarding duties.
- 4.5 The DSL will lead regular case monitoring reviews of vulnerable children. These reviews, together with any actions arising from the review and the rationale for decision making will be recorded in case files.
- 4.6 When the school has concerns about a child, the DSL will decide what steps should be taken.
- 4.7 Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual student and/or family. A written record will be made of what information has been shared with whom, and when.
- 4.8 Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each pupil and they will

be kept for at least the period during which the pupil is attending the Academy, and beyond that for three years after the child leaves. In special circumstances, files may be kept until the child has reached the age of 18.

- 4.9 Access to these records by staff other than by the DSL will be restricted, and a written record will be kept of who has had access to them and when.
- 4.10 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff.
- 4.11 The Academy will **not disclose** to a parent any information held on a student if this would put the child at risk of significant harm.
- 4.12 If a child moves from our Academy, the DSL will make a professional judgement about forwarding child protection records to the responsible person of the new supplementary school.
- 4.13 If sending by post, student records will be sent by "Special/Recorded Delivery". For audit purposes a note of all children's records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- 4.14 When a DSL resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.
- 4.15 In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher/Principal will ensure that the new post holder is fully conversant with all procedures and case files.

## **5. THE ROLE OF THE TRUST**

- 5.1 **The Wycombe Islamic Mission and Mosque Trust Ltd** are the accountable body for ensuring the safety of the Academy.
- 5.2 The trust will ensure that:
  - The Academy has an effective safeguarding policy in accordance with the procedures of Wycombe Safeguarding Children Board;
  - The Head Teacher/Principal ensures that safeguarding policies and procedures which have been adopted by the Trust are consistently implemented;
  - The Academy has procedures for managing allegations and concerns about adults that work or volunteer with children;
  - The Academy operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
  - At least one senior member of the Academy's leadership team acts as a Designated Safeguarding Officer;
  - The Designated Safeguarding Officer attends appropriate refresher training every two years;



- The Head Teacher/Principal and all other staff who work with children undertake training at three yearly intervals;
- Temporary staff and volunteers are made aware of the Academy's arrangements for child protection and their responsibilities;
- The Academy remedies any deficiencies or weaknesses brought to its attention without delay;
- The Academy has procedures for dealing with allegations of abuse against staff/volunteers;
- A named trustee is appointed for safeguarding.

- 5.3 The Nominated Trustee for child protection at the Academy is Tanwir Bashir. The Nominated Trustee is responsible for liaising with the Head Teacher/Principal and DSL over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual children.
- 5.4 The trust reviews its policies/procedures at least once every calendar year or as and when the need arises.

## **6. A SAFER ACADEMY CULTURE**

### **Safer Recruitment and Selection**

- 6.1 The Academy pays full regard to 'Keeping Children Safe in Education' (DfE 2015). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks through the Disclosure and Barring Service (DBS). Refer to Safer Recruitment Policy for more details.
- 6.2 All recruitment materials will include reference to the Academy's commitment to safeguarding and promoting the wellbeing of pupils.
- 6.3 Fatima Zahara has undertaken appropriate training in Safer Recruitment. She will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

### **Staff support**

- 6.4 We recognise the stressful and traumatic nature of safeguarding and child protection work. The Academy will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

## **7. OUR ROLE IN THE PREVENTION OF ABUSE**

- 7.1 The Academy will provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

### **The Islamic Studies Curriculum**

- 7.2 Relevant issues will be addressed through the Islamic Studies curriculum, for example self-esteem, emotional literacy, assertiveness, e-safety and bullying.

- 7.3 Relevant issues will also be addressed through other areas of the curriculum, for example, circle time and through whole school assemblies.
- 7.4 Our safeguarding policy cannot be separated from the general ethos of the Academy, which should ensure that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

## **8. SAFEGUARDING CHILDREN WHO ARE VULNERABLE TO EXTREMISM**

- 8.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 8.2 Wycombe Quran Academy values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 8.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The Wycombe Quran Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.
- 8.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Six.
- 8.5 Wycombe Quran Academy seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

### **Risk reduction**

- 8.6 The trustees, the Head Teacher/Principal and the DSL will assess the level of risk within the school and put actions in place to reduce that risk.
- 8.7 Risk assessments will be reviewed annually or as and when the need arises.

## **Response**

- 8.8 With effect from 1<sup>st</sup> July 2015, all schools are subject to a duty to “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015). This is known as the Prevent Duty.
- 8.9 Wycombe Quran Academy is adopting the principles of the Prevent Strategy.
- 8.10 There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and on-line contacts. The use of social media has become a significant feature in the radicalisation of young people. More information of these factors is in Appendix Six.
- 8.11 Our Academy, like all other schools, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The SPOC for Wycombe Quran Academy is Fatima Zahara. The responsibilities of the SPOC are described in Appendix Seven.
- 8.12 Staff at Wycombe Quran Academy will be alert to changes in a child’s behaviour or attitude which could indicate that they are in need of help or protection.
- 8.13 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC, and to the DSL if this is not the same person.
- 8.14 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## **Channel**

- 8.15 Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
  - Safeguard children who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
  - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- 8.16 The Channel Programme focusses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

It provides schools a mechanism to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

- 8.17 Since Wycombe Quran Academy is adopting the Prevent Strategy, we too like other schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the police in providing information about an individual who is referred to Channel (section 38, Counter Terrorism and Security Act 2015).

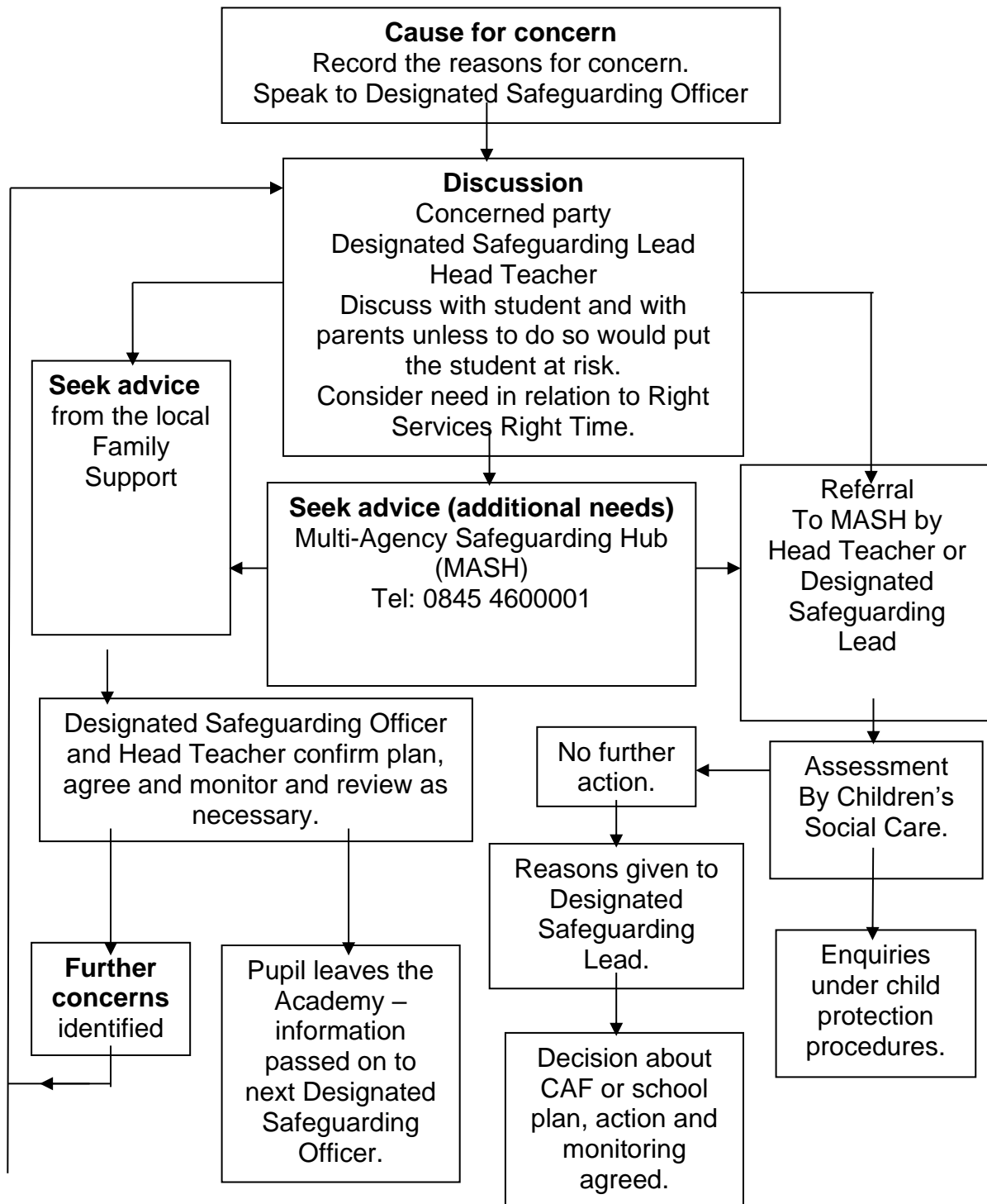
Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on The Prevent Duty.

## **11. WHAT WE DO WHEN WE ARE WORRIED ABOUT A CHILD**

- 11.1 Where there are serious concerns about a child's welfare but no specific evidence of abuse, the DSL must be informed immediately who will decide with the Headteacher/Principal of the next steps. This will include consulting parents to discuss concerns and how the family and the Academy can work together to reduce the risk.
- 11.2 In this situation, depending on how worried we are and what we agree with the parents and the child (as far as possible) –
- The DSL/SPOC may decide to notify the Education Safeguarding Advisory Service any themes or common factors can be recognises; and
  - The Academy will review the situation after taking appropriate action to address the concerns.

## PART TWO: THE KEY PROCEDURES

### RESPONDING TO CONCERNS ABOUT A CHILD



## **12. INVOLVING PARENTS/CARERS**

- 12.1 In general, we will discuss any safeguarding and child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Officer. However there may be occasions when the school will contact agencies **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- 12.2 Parents/carers will be informed about our safeguarding policy through the Academy's website.

## **13. MULTI-AGENCY WORK**

- 13.1 We work in partnership with other agencies in the best interests of the children. The Academy will, where necessary, make referrals to children's social care.
- 13.2 We will co-operate with any child protection enquiries conducted by children's social care: the Academy will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings, initial and review child protection conferences, and core group meetings.
- 13.3 We will provide reports as required for these meetings. If the Academy is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- 13.4 Where a child is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the Academy will contribute to the preparation, implementation and review of the plan as appropriate.

## **14. OUR ROLE IN SUPPORTING CHILDREN**

- 14.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the Academy through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 14.4 We will ensure the Academy works in partnership with parents / carers and other agencies as appropriate.

## **15. RESPONDING TO AN ALLEGATION OR CONCERN ABOUT A MEMBER OF STAFF**

- 15.1 This procedure should be used in any case in which it is alleged that a member of staff, trustee, visiting professional or volunteer has:
- Behaved in a way that has harmed a child or may have harmed a child;
  - Possibly committed a criminal offence against or related to a child; or
  - Behaved in a way that indicates s/he may pose a risk of harm to children
- 15.2 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Head Teacher/Principal unless the concern relates to Head Teacher/Principal. If the concern relates to the Head Teacher/Principal, it must be reported immediately to the chair of the trustees. Alternatively concerns can be reported directly to the Local Authority Designated Officer Team (LADO) in children's social care, who will liaise with the Chair of Trustees and they will decide on any action required.
- 15.3 If the Head Teacher/Principal are not available the member of staff should report their concerns to the most senior member of staff available who will make contact with the LADO and discuss the concerns. Contact with LADO should happen at the earliest possible opportunity within 1 working day.
- 15.4 The LADO may request a referral and if so the referral will be completed and submitted within 1 working day.
- 15.5 Should the Academy dismiss a member of staff/volunteer as a result of a substantiated allegation, or should a member of staff/volunteer resign before an investigation has been completed, in accordance with Statutory Duty a referral to the Disclosure and Barring Service will be made.

## **17. CHILDREN IN SPECIFIC CIRCUMSTANCES**

- 17.1 Guidance on children in specific circumstances is in Buckinghamshire Safeguarding Children Board's procedures can be found here:

<http://www.bucks-lscb.org.uk/>

# APPENDICES



### DEFINITIONS AND INDICATORS OF ABUSE

#### 1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

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

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

## **2. PHYSICAL ABUSE**

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

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

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

## **3. SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether 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.

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

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;

- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Bruises or scratches in the genital area.

#### **4. SEXUAL EXPLOITATION**

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

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

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

#### **5. EMOTIONAL ABUSE**

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

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

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;

- Inappropriate emotional responses, fantasies;
- Behaviours such as rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia;
- Soiling, smearing faeces, enuresis.

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

## **6. RESPONSES FROM PARENTS**

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

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

## **7. DISABLED CHILDREN**

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

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

### DEALING WITH A DISCLOSURE OF ABUSE

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

#### **Reassure**

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.

#### **React**

- Encourage the child to talk but do not ask "leading questions" or press for information.
- If you need to clarify information, ask open-ended questions e.g. "Is there anything you would like to tell me?", "Can you explain to me...", "Can you describe to me...."
- Never ask 'accusing' questions e.g. "Why didn't you tell someone earlier?"
- Listen and remember.
- Never ask the student to repeat their disclosure for any other member of staff, it is your responsibility to share the information;
- Check that you have understood correctly what the child is trying to tell you.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- Never take photographs of marks or record/tape the interview.
- Never attempt any medical judgement or arrange a medical examination.
- Never ask a child to remove clothing. Staff should always be aware of their own vulnerability at this point and should take steps to minimise risk to themselves whilst supporting the child.

#### **Record**

- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Complete the Recording Procedure Form (See appendix 3) as fully as possible recording date, time and place disclosure.

- Do not ask a child to write an account or sign any of the documentation as this may compromise enquiries that need to be made later by children's social care or Police.

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

### **Refer**

- Report the matter immediately to the DSL verbally, followed within 24 hours by a completed written account using the appropriate form. No copies should be retained by the member of staff or volunteer.

### **Reflect**

- Ask yourself if you have done everything you can within your role.
- Refer any remaining concerns to the DSL e.g. any knowledge of siblings in the Academy, or previous contact with parents.
- Dealing with disclosures can be difficult and disturbing; you should seek support for yourself via the support within the Academy or an alternative source but be aware of principles of confidentiality.
- If the student's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the student at some point.
- Reporting staff **MUST** not withdraw from the immediate process but should remain vigilant.

## APPENDIX THREE

## RECORDING PROCEDURE

## Recording Form for Safeguarding Concerns/Disclosure

Staff, volunteers and regular visitors are required to complete this form and pass it to the school Senior Designated Safeguarding Lead, Fatima Zahara if they have a safeguarding concern about a student at Quran Academy.

Full Name of Student: .....	Date of Birth: .....
Class Teacher: .....	Your Name: .....
Date of Concern/incident: .....	Time: .....

Nature of Concern/Disclosure	
Please include where you were when the student made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Was there an injury?    Yes / No	Did you see it?    Yes / No
Describe the injury:	
Have you filled in a Body Plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you?    Yes / No	
Who?	
Who are you passing this information to?	
Name:	Position: .....
Your signature:	Date: .....

### Action Taken By DSL/ Principal (Confidential)

Response to the incident/disclosure

Note actions taken, including names of anyone to whom your information was passed.

Outcomes (record outcomes of the action taken)

Feedback given to member of staff reporting concern:

Information shared with any other staff? If so, what was the rationale for this?

Parents informed?    Yes / No

DSL Signature:

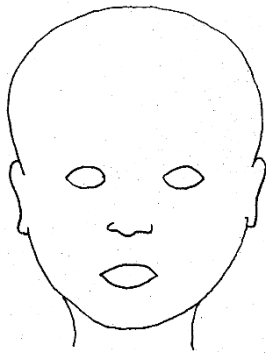
Date:



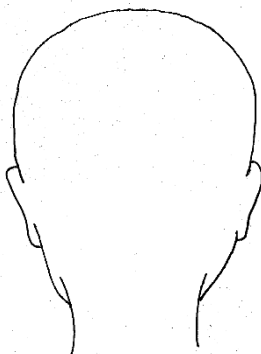
## APPENDIX FOUR

### BODY MAP

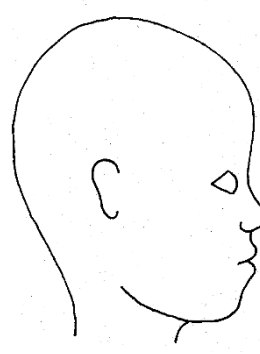
Child's name		Child's date of birth	
Date of incident (dd/mm/yyyy)		Person completing body map	



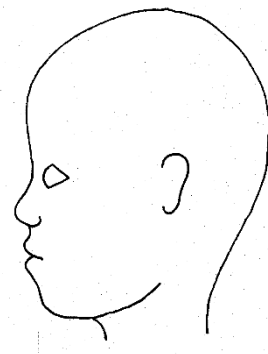
**FRONT**



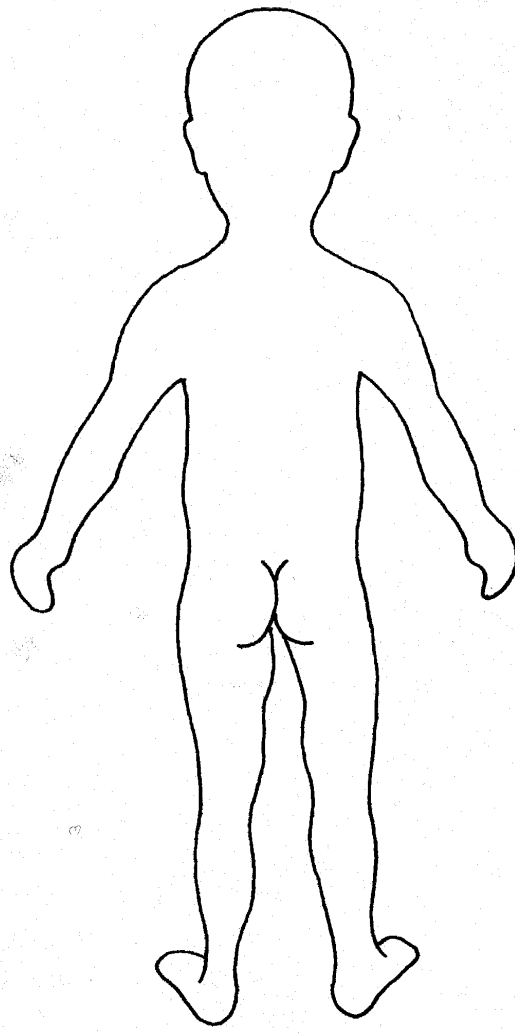
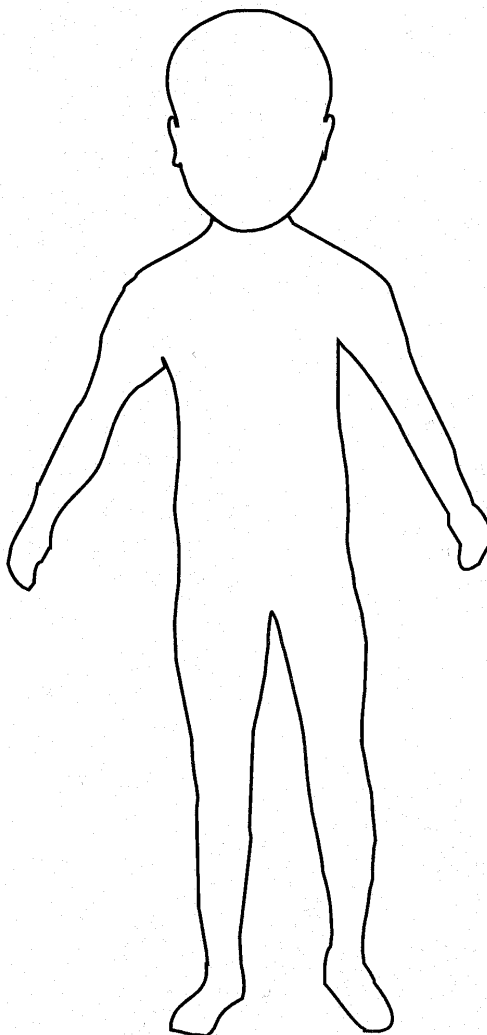
**BACK**



**RIGHT**



**LEFT**



**APPENDIX FIVE**

**Wycombe Quran Academy**

**CONFIRMATION OF RECEIPT OF SAFEGUARDING POLICY**

Staff Full Name: .....

Position:.....

Date Policy Received: .....

I confirm that I have received and read the Wycombe Quran Academy  
Safeguarding policy.

I have been made aware of my duty to safeguard and promote students’  
welfare.

I understand my responsibilities and confirm that I will adhere to the objectives  
and guidance.

Signature: .....

Date: .....

***Please sign and return this form to the Head Teacher / Principal as soon  
as the policy has been issued, read and understood.***

## APPENDIX SIX

### INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including 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.
3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that Academy staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the child's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Needs – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Joining or seeking to join extremist organisations; and
  - Significant changes to appearance and / or behaviour;
  - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## **APPENDIX SEVEN**

### **PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

The SPOC for Wycombe Quran Academy is Fatima Zahara, who is responsible for:

- Ensuring that staff at the Academy are aware that you are the SPOC in relation to protecting children from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing children from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Wycombe Quran Academy in relation to protecting children from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the Academy's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the Academy about the safeguarding processes relating to protecting children from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the Academy for case discussions relating to children who may be at risk of radicalisation or involved in terrorism;
  - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
  - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

## APPENDIX EIGHT

### ALLEGATIONS ABOUT A MEMBER OF STAFF, TRUSTEE OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
  - **Physical**  
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or inappropriate physical handling.
  - **Emotional**  
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality. Excessive or aggressive shouting
  - **Sexual**  
For example sexualised behaviour towards peers, sexual harassment, sexual communication including via social networking, email, text, grooming behavior, sexual assault and rape.
  - **Neglect**  
For example failing to act to protect a child or children, failing to seek medical attention or failure to meet a child's basic needs
2. If a child makes an allegation or raises a concern about a member of staff, trustee, visitor or volunteer the Head Teacher/Principal should be informed immediately. The Head Teacher/Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher/Principal should not carry out the investigation him/herself or interview pupils.
3. The Head Teacher/Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –
  - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns, the Head Teacher / Principal will notify the Local Authority Designated Officer (LADO) Team (Tel: 01296 382070). The LADO team will liaise with the Chair of the Trust and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
  - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student(s), these should be addressed through the Academy's own internal procedures.

- If the Head Teacher/Principal is uncertain whether the concern or allegation falls within the scope of the allegation management procedures a consultation with the LADO will take place and the advice provided will be acted upon. This consultation and the advice offered will be recorded and held on file.
  - If the Head Teacher/Principal decides that the allegation is without foundation and no further action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.
4. Where an allegation has been made against the Head Teacher/Principal, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the Section on Managing Allegations against Staff and Volunteers in the procedures of Buckinghamshire Safeguarding Children Board (BSCB)
- Local Safeguarding Children Board Bucks LSCB**

## **APPENDIX NINE**

### **SAFEGUARDING INDUCTION SHEET FOR NEW OR SUPPLY STAFF AND REGULAR VISITORS OR VOLUNTEERS AT THE ACADEMY**

We all have a statutory duty to safeguard and promote the welfare of children, and at our Academy, we take this responsibility seriously.

If you have any concerns about a pupil or young person in our Academy, you must share this information immediately with our Designated Safeguarding Lead (DSL) or to a senior member of staff if you are unable to locate the DSL.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think that matter is very serious and may be related to child protection, for example physical, emotional, sexual abuse or neglect, you must report this to the DSL and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from the academy office. Please ensure you complete all sections of the form as appropriate.

Any allegation concerning a member of staff or volunteer should be reported immediately to the Head Teacher/Principal. If the allegation is against the Head Teacher/Principal, you should pass this information to the Chair of the Trustees Haji Abdul Rashid (07968 890651).

**The Designated Safeguarding Lead at Wycombe Quran Academy is Fatima Zahara.**



## **APPENDIX TEN**

### **USEFUL CONTACTS**

#### **Wycombe Quran academy / Wycombe Mosque**

Designated Safeguarding Lead (DSL): Sobia Zahoor (07494 486111)

Deputy Designated Safeguarding Lead(s): Saima Yasin (07595995947)

Nominated Trustee: Shafat Ali (07773 398934)

Chair of Trustees: Haji Abdul Rashid (0796889065)

Head of Education: Shafat Ali (07773398934)

Health & Safety Representative: Mohammed Rafiq (07867786281)

#### **Contacts in County**

Education Safeguarding Advisory Service 01296 382912

Education Safeguarding Advisor 01296 382732

Local Authority Designated Officer (LADO): 01296 382070

First Response Team 08454 600 001

Social Care, Out of Hours: 0800 999 7677

Thames Valley Police 101(999 in case of emergency)

Local Safeguarding Children Board Bucks LSCB - for procedures,  
policies and practice guidelines

Family Resilience Service 08454 600 300

Family Information Service 0845 688 4944

#### **Other contacts**

NSPCC 0800 800 5000

Childline 0800 11 11

Kidscape Bullying Helpline 0845 1205 204

**If you think a child is in immediate danger call 999**