

## *Child Protection Procedures*

### **Introduction**

This document has been adopted after initial consultations between the staff, Educational Advisor and the governing body of the school. The policies and guidelines of this document are subject for review each year by the staff and the Management.

### **THE SCHOOL POLICY DOCUMENT**

The staff and the members of the Governing Body of Tawhid Boys School are very keenly aware of their responsibilities towards ensuring that all our students are offered a learning environment, which is safe and secure. As always our policies and procedures will be within the framework of the Holy Qur'aan and Sunnah (guidance of our Holy Prophet \* (Peace be upon him). This framework offers the best protection for all our children since Allah Subhaana wa Ta'aalaa (the Almighty) has clearly stated that our children are a precious gift for us and to keep them within the Islaamic framework is our responsibility.

*“O YOU WHO CLAIM BELIEF! SAVE YOURSELVES AND YOUR FAMILIES FROM A FIRE WHOSE FUEL IS MEN AND STONES.”*

Therefore, it is a duty incumbent upon all Muslim parents to look after their children and offer them the best environment to develop as the best amongst human beings. The staff and Management of Tawhid are adopting these policies and procedures with that divine guidance in mind.

### **General Guidelines:**

Teachers (full-time, part-time and voluntary) and other staff at Tawhid Boys School have a responsibility to take action to ensure that a child thought to be suffering or at risk of suffering significant harm should be reported to those who can take action to protect him. All prospective teachers and school employees will be screened and Police checked by the Criminal Records Bureau (CRB) during the recruitment and selection process when seeking employment.

### **School Procedure regarding the Protection of Children under its supervision:**

Key consideration: The confidentiality, care and welfare of the child are of paramount importance

Any member of staff, who has reason to suspect that a child has been ill-treated, injured or is at risk for whatever reason should immediately inform:

The Designated staff member who after consulting the Head teacher will raise the matter with:

The Form/Class Teacher who will be required to write down in full everything that has been said or observed by the member of staff on a form will then decide what course of action should be taken regarding the information issued. The contents of the form may be used in the following ways:

- a) Immediate referral to one of the listed agencies specialised in children welfare, provided on the back of this policy document.

- b) Kept for future reference if suspicions of original referral maybe "gut feeling" rather than supported by evidence.
- c) Filed to ensure that further monitoring of the child will take place.

### **School Procedure regarding the management of situations where there are allegations of abuse by Teachers employed by the school:**

Key consideration: Listen to the allegation; assess the extent and nature of the claims of abuse made with an open and inquiring mind, report matter to Head Teacher or to the appropriate agencies after considerations are made:

Is there any substance to the allegations? There will be one of four possible outcomes of that consideration:

1. An immediate referral under the local child protection procedure.
2. There is reason to suppose that abuse could have occurred and that referral under the school's child protection procedure or under internal disciplinary procedures may be necessary.
3. That the allegation is without foundation.
4. That the allegation was prompted by inappropriate behaviour, which needs to be considered under school's disciplinary procedures.

### **Allegations which call for immediate referral to child protection agencies:**

If there is good reason for suspending the teacher against whom the allegations have been made, for example; gross misconduct:

- An interview should be held with the teacher to consider whether he should be suspended.
- After a decision to suspend both the teacher and the child should be given support until an investigation has been held.
- The parents of the child and the teacher in question should be informed in writing of the circumstances surrounding the allegations and the decision to investigate.
- If the teacher is dismissed or resigns before a disciplinary process is completed, the teacher should be informed about the school's statutory duty to investigate.
- All documentation pertaining to the outcome of the investigation must be stored in the school records for future reference; whether the investigation proved that the allegations were true or not.

The Head Teacher should make appropriate use of listed agencies -for liaising with Children and Young People's Services or other relevant bodies.

Allegations are referred to the Children and Young People's Services, the police or the NSPCC.

### **Allegations which may or may not call for urgent referral to child protection agencies:**

See: School procedures regarding the protection of the welfare of the child previously mentioned.

In addition to the above-mentioned procedure, the Head should note the allegations made and decide whether or not to proceed with a particular course of action. The following are suggested courses of action:

1. Do nothing after speaking with the teacher about the allegations made against him
2. Consider whether someone else is abusing the child.
3. Issue first caution in writing to the teacher.
4. Issue second caution in writing to be put on the file of the teacher.
5. Hold an interview with the teacher to consider whether the teacher should be suspended.
6. Dismiss that teacher from duty if the Head has good reason to believe that there is a danger of the children in the school being at risk.
7. All incidents to be dealt by DMS/Deputy/Head Teacher by the end of the day

## **Definition of Child Abuse:**

**Neglect:** persistent or severe neglect, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive,

**Physical injury:** actual or likely physical injury to a child, or failure to prevent physical (or suffering) to a child including deliberate poisoning, suffocation and Munchausen's syndrome by proxy,

**Sexual abuse:** actual or likely sexual exploitation of a child or adolescent. The child may be dependent and or developmentally immature.

**Emotional abuse:** actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection.

## **Signs and Symptoms**

Recognition of Non-Accidental Injury

### **The following could aid recognition:**

1. Unexplained cuts, bruises and fractures although these may well have been caused accidentally, unlikely or inconsistent explanations may suggest otherwise
2. Repeated incidents or minor injuries, particularly if the explanations are inconsistent
3. Scalds, burns, bites and swellings with inadequate explanations
4. Failure to thrive may be an indication of physical or emotional ill-treatment; lack of energy, depression or withdrawal may also be significant
5. Unexplained absences from school
6. The parental attitude is also an important indicator - this may take the form of constant seeking for help on trivial matters from a variety of people, or in failing to attend any Clinic appointments. If the child is handled like an object, without feeling, it may be an indication that he is at risk.

### **Suspicion of child abuse may be aroused where**

1. Children indicate sexual activity through words, play or drawing, or have an excessive pre-occupation with sexual matters or have knowledge of adult sexual behaviour inappropriate to their age
2. There is a disturbance of mood, sleeping or eating patterns, poor concentration, attention-seeking behaviour or bed-wetting
3. Depression including suicide attempts
4. Inappropriate displays of affection between family members
5. Running away from home

### **Physical signs, which may indicate sexual abuse, include:**

1. Psychosomatic features such as recurrent abdominal pains
2. Recurrent urinary tract infection
3. Injuries or discomfort to the genital or anal areas

## **Reasonable Force**

### **Physical Contact with Children**

The DCSF has issued a clarification on the position of teachers using physical force to restrain or control children in school. The attached guidance document 'The Use of Force to Control or Restrain Pupils' replaces and supersedes DFES Circular 10/98, The Use of Control or Restrain Pupils. The guidance will help Staff and School to understand what the law means in practical terms, as well as providing advice on good practice. Staff are therefore strongly advised to follow this guidance

### **Physical Contact with Pupils in Other Circumstances**

There are occasions when physical contact with a pupil may be proper or necessary other than those covered by the Guidance. Some physical contact may be necessary to demonstrate exercise or techniques during PE lessons, sports coaching, or CDT, or if a member of staff has to give first aid. Young children and children with special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

Incidents involving use of force can cause the parents of the pupil involved great concern. The school undertakes to inform the parents of the pupils, about the incident and will allow them the opportunity to come to school to discuss the matter.

Any parent who has a complaint involving physical contact should inform the school as soon as possible.