

Safeguarding and Child Protection Policy



Approved by	Trustees
Last reviewed:	April 2021
Next review:	September 2022

Contact details for Southend Council LADO Team

Contact	Times Available	Telephone Number
MASH	Mon to Thurs: 9am to 5.30pm Friday: 9am to 4.30pm	01702 215007
Emergency Duty Team	Out of hours, 365 days a year	0345 606 1212
NSPCC Child Protection Helpline		0808 800 5000
Police		999
Childline		0800 1111 (Free)
Allison Francis	Safeguarding & Child Protection Co-ordinator and LADO	allisonfrancis@southend.gov.uk 01702 534539
Sharon Langston	Safeguarding Advisor	sharonlangston@southend.gov.uk 01702 534591

Contents

1. Good Practise
 2. Aims of the Policy
 3. Safeguarding Training]
 4. Roles and Responsibilities
 5. Recognizing Abuse
 6. Reporting and Managing Concerns
 7. Allegations
 8. Records
-
- Appendix A: Recognising Signs of Abuse
 - Appendix B: Flowchart

1. Good Practise

Essex Jamme Masjid Trust (hereby referred to as EJM) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. EJM emphasises that young people have the right to be safe, secure and free from threat. EJM acknowledges that young people have the right to be treated with respect and for their concerns to be listened to and acted upon. EJM ensures that all staff :voluntary, temporary, permanent, those with minimal contact and those with frequent contact with children all sign the self declaration form stating that they have read, understand and will comply with the child protection policy of EJM and any further developments. The EJM has procedures in place to help any young person who requests help and support on a confidential basis, in issues relating to Child Protection.

2. Aims of the Policy

The aims of this policy are:

- to raise awareness of individual responsibilities in identifying and reporting possible cases of abuse
- to provide a systematic means of monitoring, recording and reporting of concerns and cases
- to provide guidance on recognising and dealing with suspected child abuse
- to provide a framework for inter-agency communication and effective liaison
- to identify strategies and interventions available to support children at risk.

3. Safeguarding Training

All staff as part of their induction will receive training with respect to safeguarding which will be refreshed every year. They may be updated via email or through use of government or academic documents or websites that have been approved by the Headteacher.

4. Roles and Responsibilities

EJM is responsible for ensuring that recruitment procedures help to deter, reject or identify people who might abuse children

The Headteacher is responsible for monitoring the operational effectiveness of safeguarding across EJM and reports directly to the Trustees.

Designated Safeguarding Leads:	Sh. Mahmudul Hasan (Headteacher) Mohammed Kibria (Education Team Leader)
Designated Safeguarding Trustee:	Mr Secretary (Trustee)

Individual teachers and administrative staff are required to be alert to the signs of abuse, as detailed in this policy and with regards to their training. They must ensure they report any safeguarding concerns immediately to the safeguarding lead **in writing**.

It should be recognised that families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined later in this policy.

5. Recognising Abuse

Any individual named in section 4 (Roles and Responsibilities) (hereby referred to as '*responsible parties*') must be aware of the signs of abuse (see Appendix A).

6. Reporting and Managing Concerns

Responsible parties are advised to maintain an attitude that is alert to the potential safeguarding concerns that could arise and aim to act in the best interests of the child.

With regards to disclosures, responsible parties should aim to follow the guidelines below:

- Listen to the child but do not ask leading questions
- Never promise confidentiality
- Re-assure the child
- Record details of the disclosure and any information given
 - Details should be factual and without subjectivity
- Details of the disclosure should be submitted in writing to the DSL
- At any point in the process, if there is a concern about the child, the DSL should refer the matter to the school of the child, Social Services and/or the police

See flow chart (Appendix B)

7. Allegations

Incidents will be investigated by the DSL and follow the procedure defined below:

- Hold an initial meeting with appropriate staff member
- Interview the child/children involved if appropriate
- Inform parents, unless there is good reason to believe that involving parents would put the child at risk
- At any point in the process, if there is a concern about the child, the DSL should refer the matter to Social Services and/or the police
- Take action based on the evidence collected, the action may include but not be limited to dismissal

8. Records

Any responsible party receiving a disclosure of abuse or noticing an indicator must make an accurate record, putting the event in context and formally send to the DSL.

All records will be dated and signed, detailing the name and position of the person making the record and include the action taken. This should be completed by the DSL. These files and notes will be kept in a confidential safeguarding file that will be kept securely (locked filing cabinet) or password protected for any digital files.

Appendix A

Recognising signs of abuse

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.

Possible signs of physical abuse include:

- refusal to discuss injuries
- improbable explanations of injuries
- untreated injuries or lingering illness
- admission of punishment which appears excessive
- shrinking from physical contact
- fear of returning home or parents being contacted
- fear of undressing
- fear of medical help
- aggression/bullying
- overly complaint behaviour
- running away
- significant changes in behaviour
- deterioration in work
- unexplained pattern of absence.

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. This could include:

- conveying to a child that they are worthless or unloved
- inappropriate expectations being imposed on the child with respect to their age or level of development
- seeing or hearing the ill-treatment of another
- serious bullying
- the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Possible signs of emotional abuse include:

- continual self-deprecation
- fear of new situations
- inappropriate emotional responses to painful situations
- self-harm or mutilation
- compulsive stealing/scrounging
- drug/solvent abuse
- neurotic behaviour — obsessive rocking, thumb-sucking, etc
- air of detachment “don't care” attitude
- social isolation
- attention-seeking behaviour.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. This might include:

- physical contact — including penetrative or non-penetrative acts
- non-contact activities such as involving children in looking at pornographic materials or watching sexual activities
- encouraging children to behave in sexually inappropriate ways.

Possible signs of sexual abuse include:

- bruises, scratches, burns or bite marks
- scratches, abrasions or persistent infection in the anal or genital regions
- pregnancy
- sexual awareness inappropriate to the child's age
- frequent public masturbation
- attempts to teach other children about sexual activity
- refusing to stay with certain people or go to certain places
- aggressiveness, anger, anxiety, tearfulness
- withdrawal from friends.

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 of maternal substance abuse. Once the child is born neglect might include:

- failure to provide adequate food and clothing, shelter including exclusion from home or abandonment
- failure to protect a child from physical and emotional harm or danger
- failure to ensure adequate supervision including the use of inadequate care-takers
- failure to ensure access to appropriate medical care or treatment
- unresponsiveness to a child's basic physical needs.

Possible signs of neglect include:

- constant hunger
- poor personal hygiene
- inappropriate clothing
- frequent lateness or non-attendance
- untreated medical problems
- low self-esteem
- poor social relationships
- compulsive stealing or scrounging
- constant tiredness.

Domestic Violence

Prolonged and/or regular exposure to domestic violence can have a serious impact on a child's development and emotional well-being. It can impact through:

- posing a threat to an unborn child
- blows landing on a child
- distress whilst witnessing the physical and emotional suffering of a parent
- abuse suffered by adult victims limiting their ability to look after the child.

Children's exposure to parental conflict can lead to anxiety and distress.

Prevent and Radicalisation

Radicalisation in children can happen over a long period of time. In some cases it is triggered by a specific incident or news item and can happen much quicker. Sometimes there are clear warning signs of radicalisation, in other cases the changes are less obvious.

The teenage years are a time of great change and young people often want to be on their own, easily become angry and often mistrust authority. This makes it hard to differentiate between normal teenage behaviour and attitude that indicates your child may have been exposed to radicalising influences. The following behaviours listed here are intended as a guide to help you identify possible radicalisation:

Outward appearance

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with children who are different
- Becoming abusive to children who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

Online behaviour

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation

Appendix B

Flowchart for Reporting and Managing Concerns

Stage One

Disclosure from child

Stage Two

Report in writing to DSL

Stage Three

DSL may refer to school of child, Social Services and/or Police

Flowchart for Allegations

Stage One

Initial meeting with staff member

Stage Two

Interview the child/ren if appropriate

Stage Three

Inform parents if appropriate

Stage Four

Refer incident to Social Services or Police if appropriate

Stage Five

Take action: this may include but not be limited to dismissal