

## **Safeguarding children policy**

### **Purpose**

Al –Furqaan Prep School fully recognises its responsibilities for safeguarding children. Our policy applies to all staff, governors and volunteers working in the school.

There are five main elements to our policy:

- Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children in accordance with the DfE guidance '*Safeguarding Children and Safer Recruitment in Education*'.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

### **Procedures**

We will follow the procedures set out by Kirklees Safeguarding Children Board (KSCB) and take account of guidance issued by the Department for Education (DfE).

The school will:

- Ensure it has a Designated Senior Leader (DSL) who will undertake regular and appropriate training for this role.
- Ensure it has a member of staff who will act in the absence of the DSL.
- Ensure it has a nominated governor responsible for safeguarding children.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the DSL and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at strategy meetings, initial case conferences, core group and child in need review meetings.
- Ensure that the duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice.
- Be aware of and follow procedures set out by Children's Services and KSCB where an allegation is made against a member of staff or volunteer.
- Ensure safer recruitment practices are always followed in accordance with the DfE guidance '*Safeguarding Children and Safer Recruitment in Education*'.

**Our procedures will be reviewed annually and up-dated in accordance with current legislation.**

When staff members join our school they will be informed of the safeguarding children arrangements in place. They will be informed about the safeguarding policy and told who the DSL is and who acts in his absence.

The induction programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child. Staff will also be required to complete the Awareness of Child Abuse and Neglect e-learning course (via the KSCB website). This will be followed by a more detailed Awareness of Child Abuse and Neglect training session delivered by a KSCB officer.

All volunteers and regular visitors to our school will be instructed to familiarise themselves with the policy and will also be informed as to who the school's DSL is.

### **Responsibilities**

The Governing Body will nominate a member of the governing body to be responsible for safeguarding children and liaise with the DSL in matters relating to safeguarding children. It will ensure that safeguarding policies and procedures are in place, available to parents and reviewed annually.

The Headteacher will ensure that the safeguarding procedures are fully implemented and followed by all staff and that sufficient resources are allocated to enable the DSL and other staff to discharge their responsibilities with regard to safeguarding children.

The DSL will co-ordinate action on safeguarding and promoting the welfare of children within the school ensuring that all staff, volunteers and visitors to the school know who the DSL is and who acts in his absence, they are aware of their responsibilities in being alert to the signs of abuse and of their responsibility to report and record any concerns using school procedures.

All members of staff who have unsupervised access to or contact with pupils are required to:

- Recognise and accept the responsibilities they bear to protect pupils under their care.
- Behave with the highest standards of integrity towards all pupils.
- Develop awareness of the issues which can cause pupils harm.
- Report concerns following the procedures outlined within this policy.
- Know who to contact in order to express concerns about a pupil's welfare.

### **Managing a Disclosure**

**Teachers and other staff in schools are in a unique position to observe children's behaviour over time and often develop close and trusting relationships with pupils. If a child discloses directly to a member of staff, the following procedure will be followed:**

#### **Listen carefully to what is said.**

- Ask only open questions such as:

‘How did that happen?’

‘What was happening at the time?’

‘Is there anything else you would like to tell me?’

- Do not ask questions which may be considered to suggest what might have happened, or who has perpetrated the abuse, e.g. ‘Did your Dad hit you?’
- Do not force the child to repeat what he/she said in front of another person.

**Following a disclosure, the member of staff should follow the correct procedure, talk immediately to the DSL and complete a written record- Form AFPS 21 (Safeguarding concern form).**

### **What is child abuse?**

- Child abuse is conduct that is considered to be harmful to a child (anybody under the age of 18).
- A child may be abused at home, away from home or school, or within the school itself.
- The abuser could be a fellow student, member of staff, a visitor at the school, immediate/non-immediate family member or a non-relative.
- They may abuse a child by inflicting harm or by *failing* to act to prevent it.
- The biggest threat to children is the familiar, the normal and the ordinary.

### **Physical abuse**

Actual or likely physical injury to a child, or failure to prevent physical injury or suffering to a child.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

It may be the result of a deliberate act, but could also be caused through the omission or failure to act to protect.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child so as to cause severe and persistent adverse effects on the child's emotional development.

It may involve making a child feel or believe that they are worthless, unloved, inadequate, or valued only if 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 involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children to frequently 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**

Actual or likely sexual exploitation of a child or adolescent.

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, or consents to, what is happening.

It may involve physical contact, including assault by penetration (e.g. rape or oral sex), or non-penetrative acts such as masturbation, kissing, fondling, rubbing and touching outside of clothing.

It 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. Boys and girls can be sexually abused by males and/or females, and by other young people.

### **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.

It may involve failing to:

- Provide adequate food, shelter and clothing (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).
- Ensure that a child gets appropriate medical care or treatment.

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

### **Signs and symptoms of child abuse**

It is important to remember that very few signs and symptoms are in themselves conclusive evidence that a child has been, or is being abused.

Most of the signs given could have acceptable explanations, e.g. there are lots of reasons why children have nightmares or why they suddenly start wetting themselves at school.

Most teachers already have a range of possible explanations for concerns they have about individual children, coming from the experience of working with children and their families.

Child abuse should be included in the range of possibilities when concerns are raised about individual children. Members of staff should be alert to explanations that do not seem to fit the circumstances and behaviour that is usual for that particular child.

Signs are more significant in clusters, e.g. a child may have repeated urinary tract infections, but may also produce sexualised drawings, use sexual language and be disruptive in the classroom.

Where one sign is picked up at school in an individual child, a health visitor or other school may be concerned about a younger or older sibling.

Thus, the following lists should not then be viewed as a checklist, but should help to act as a reminder that where we see these signs or symptoms in children, child abuse should be within our range of possible causes.

### **Indicators of physical abuse**

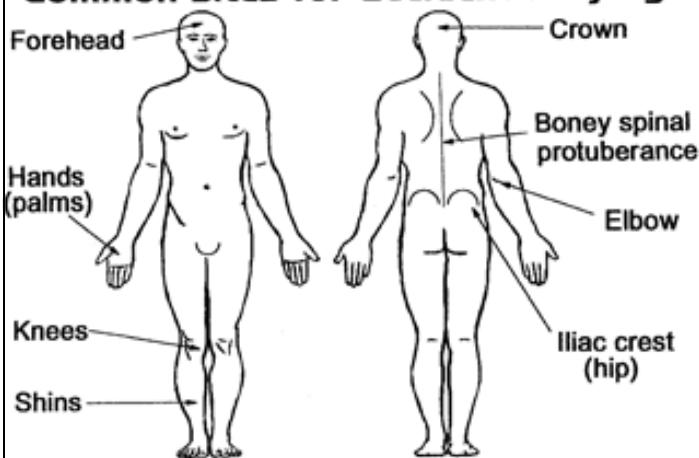
- Injuries inconsistent with the age, abilities or lifestyle of the child
- Unexplained injuries, particularly if they are recurrent, including bruises, scratches, burns, bite marks, black eyes, dislocations, fractures etc.
- Injuries in unusual positions, the nature of which is hard to explain e.g. back, chest, torso, buttocks, neck, behind ears, inside thighs, face, head, genitals, back of hand.
- Fingertip bruising, for example, to the front or back of the chest suggesting shaking or grabbing.
- Slap marks or adult bite marks.
- Improbable explanations given for injuries.
- Refusal to discuss injuries.
- Untreated injuries/medical problems.
- Admission of punishment that appears excessive.
- Bald patches.
- Arms and legs kept covered in hot weather.
- Delay in seeking treatment for injuries.

### Suspicious injuries

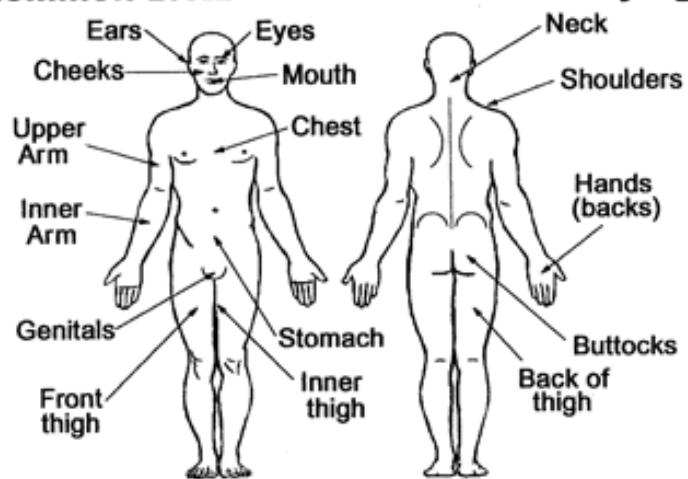
There are a number of injuries which should be regarded with suspicion and may indicate a non-accidental cause:

- Bruises and abrasions around the face, particularly in young pupils.
- Damage or injury around the mouth, such as bruised or cut lips or torn skin where the upper lip joins the mouth.
- Bi-lateral injuries such as two black eyes.
- Burns and/or scalds, taking particular note of the type and spread of the injury, and explanation.
- Fractures in pupils under two years of age.
- Weal's suggesting beatings.
- Object marks, clear outlines of objects.
- Clusters of injuries forming regular patterns.
- Injuries at different stages of healing.

### **Common sites for accidental injury**



### **Common sites of Non-accidental injury**



If you see something, note it, describe it, sign it, and date it. (AFPS 23)

### Indicators of emotional abuse

- Needy or clingy.
- Difficulty with genuine trust, intimacy and affection.
- Negative, hopeless and negative view of self, family and society.
- Lack of empathy, compassion and remorse.
- Low self-esteem, deference and resignation.
- Change in appetite.
- Extremes of passivity and aggression.
- Poor concentration.
- Difficulty making friends.
- Poor relationships with peers.
- Sudden speech disorders.
- Unexplained fear, defensiveness, ambivalence.
- Emotional withdrawal.
- Sleep disturbance.
- Delays in physical, mental and emotional development.
- Carer constantly rejects and ignores the child, depriving them of responsiveness and stimulation.
- Carer isolates the child and prevents them from building relationships and making friends.
- Carer shows little warmth and affection towards the child.
- Carer constantly criticises or humiliates the child and appears unable to give praise.

**Indicators of sexual abuse**

- A detailed sexual knowledge inappropriate to the age and developmental stage of the child.
- Sexually explicit language/behaviour.
- Drawing pornographic or sexually explicit images or writing about the same.
- Sexual approaches or assaults on other children or adults.
- Open/excessive masturbation.
- Bruising to the buttocks, lower abdomen thighs, and genitals and other rectal areas. Bruises may be confined to grip marks where a child has been held so that abuse can take place.
- Low self esteem.
- Depression.
- Secretiveness.
- Unexplained wealth.
- Withdrawal from physical contact.
- A fear of medical examinations.
- A fear of being alone.
- Sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.
- Increased frequency of visits to the toilet, bed wetting.
- Soreness of the genitals.
- Urinary tract infections.
- Sexually transmitted diseases.
- Pregnancy.

**Indicators of neglect**

- Failure to thrive.
- Scavenging for food or clothes.
- Constant hunger.
- Constant tiredness.
- Poor state of clothing.
- Poor personal hygiene.
- Frequent accidental injuries and illnesses.
- Untreated medical problems.
- Developmental delays.
- Poor state of clothing.
- Unable to make friends, lack of social relationships.
- Low self esteem.
- Treated differently to other children by their carer.
- Carer appears stressed and unable to cope

**Other signs**

Fear of parents being contacted.

- Fear of returning home.
- Coming to school early and reluctance to go home.
- Frequent lateness or non-attendance at school.
- Constant running away.
- Self-destructive tendencies.
- Suicidal behaviour.
- Hostile/aggressive/bullying behaviour towards others.
- Neurotic behaviour e.g. rocking, hair-twisting, thumb-sucking etc.
- Regression.
- Isolation.
- Over-reaction to certain adults.
- Over-reaction to mistakes.
- Overly compliant.
- Inappropriate emotional responses.
- Obvious lies.
- Attention seeking behaviour.
- Sudden changes in behaviour.
- Classroom disruption.
- Phobic states and compulsive disorders.
- Obsessional washing,
- Compulsive stealing.
- Prostitution.
- Self-mutilation.
- Substance misuse.

**Forced marriage**

Forced marriage can also lead to sexual abuse such as rape. Forced marriage is a marriage conducted without the full consent of both parties and where duress is a factor. The young person could be facing physical, psychological, sexual, financial or emotional abuse to pressure them into accepting the marriage.

**Female genital mutilation**

Female genital mutilation (FGM) is a collective term for procedures which include the removal of part or all of the external female genitalia for cultural or other non-medical reasons.

Although FGM is not a particular problem in the Asian community, indicators that suggest FGM may have occurred include prolonged absence from school with noticeable behaviour change on return, long periods away from classes or other normal activities; possibly with bladder or menstrual problems.

**Always be aware of the possibility of other explanations for what you see**

Finally, some children who are abused do not portray any recognisable signs, and the risk for them is that people will not be able to believe them because they have no other indicators to backup what they are saying.

Children who talk about being abused must always be taken seriously and procedures must always be implemented. Research repeatedly shows that children rarely lie about abuse.

### **Confidentiality and Sharing Information**

We recognise that all matters relating to safeguarding children are confidential.

The DSL will only disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets.

### **Record Keeping**

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse, should make notes as soon as possible (within the hour, if possible) writing down exactly what was said, using the child's own words as far as possible. All notes should be timed, dated and signed, with their name printed alongside the signature. Concerns should be recorded using the school's safeguarding children recording procedure.

All records of a child protection nature should be passed to the DSL including written records of any other concerns.

### **Supporting Children**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and have a sense of being at fault. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy is aimed at supporting vulnerable pupils within the school. The school will ensure that pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Children's Services, Child and Adult Mental Health Service (CAMHS), Education Welfare Service and Educational Psychology Service and those agencies involved in the safeguarding of children.
- Notifying Kirklees Duty and Assessment service (Children's Social Care) immediately if there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

### **Supporting Staff**

We recognise that staff working in the school that have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the senior management personnel and to seek further support where appropriate.

### **Safer Recruitment and Selection of Staff**

The school has a separate written recruitment and selection policy statement as well as procedures linking explicitly to this policy. The statement is included in all job advertisements, publicity materials, recruitment websites, and candidate information packs.

The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to deter, reject or identify people who might abuse children or are otherwise unsuited to work with them.

### **Allegations against staff**

We understand that a pupil may make an allegation against a member of staff.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the headteacher who will consult the local authority designated officer- LA.

If an allegation is made which concerns the headteacher, the staff member will immediately inform the Chair of Governors who will consult with the LA's senior adviser for safeguarding children in education (LA).

The school will follow the LA procedures for managing allegations against staff.

All allegations about people who work with children must be referred to the Local Authority (LA). A referral to the LA must be made if there is information about a person indicating they have:

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed an offence against or related to a child;
- behaved towards a child or children in a way that indicates she/he is unsuitable to work with children. Which may include inappropriate sexual comments, excessive one to one attention which is beyond the requirements of their role and responsibility.

If there is an allegation with regard to someone who works with children about children they care for in another capacity then this potentially has implications for their professional role and must also be referred to the LA.

Any allegation can require potentially three different enquiries: a police investigation; a child protection enquiry; and a disciplinary enquiry. The LA will ensure that enquiries are managed appropriately and that information is shared between the police, social care and the school representative. The LA will discuss with the representative how the person who the allegation is about will be supported and managed whilst enquiries are being undertaken and how children will be kept safe whilst enquiries are ongoing. If it is evidenced that someone is unsafe to work with children the LA will ensure required actions have been taken including, when necessary, referring to the Independent Safeguarding Authority.

On occasions someone who works with children can behave in a way that causes their colleagues or management anxieties. Such behaviours may include the failure to understand or appreciate how his or her own actions or those of others could adversely impact upon the safety and well-being of a child; inability to make sound professional judgements which safeguard the welfare of children; failure to understand or recognise the need for clear personal and professional boundaries in his or her work; behaved in a way in his or her personal life which could put children at risk of harm; become the subject of criminal proceedings not relating to a child.

Anyone with concerns about a person's suitability to work with children should contact the LA for advice and guidance.

### **Whistle-blowing**

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

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. We recognise that sometimes it may be difficult to speak up due to feelings of disloyalty or fear of harassment or victimisation. Therefore the whistle blowing procedure is confidential and can be anonymous. We will make sure that staff will not be victimised or suffer any disadvantage.

The procedure is not to be used if staff are generally dissatisfied at school. If allegations are made maliciously or for personal gain disciplinary procedures will be followed.

### How to raise a concern

Any concern will be raised with the immediate manager who will discuss it with the DSL. However if this is not possible discuss the concern directly with the DSL or the Chair of Governors.

This will then be reported to [KeysReporting@kirklees.gov.uk](mailto:KeysReporting@kirklees.gov.uk) or to the LA – Hein Grosskopf and [Phil.holmes@kirklees.gov.uk](mailto:Phil.holmes@kirklees.gov.uk)

### **Complaints or Concerns Expressed by Pupils, Parents, Staff or Volunteers**

We recognise that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.

We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action that the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint.

### **Prevention**

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are always listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities that equip children with the skills they need to recognise and stay safe from abuse.

### **Physical Intervention**

Our policy on positive handling is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.

We understand that physical intervention of a nature that causes injury or distress to a child may be considered under safeguarding children or disciplinary procedures.

### **Abuse of Trust**

We recognise that as adults working in the school, we are in a relationship of trust with the pupils in our care and acknowledge that it is a criminal offence to abuse that trust.

We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.

### **Bullying**

Our procedures regarding bullying are set out in a separate policy and acknowledge that to allow or condone bullying may lead to consideration under safeguarding children procedures.

## Prevent

Prevent is one of strand of the UK's overall counter terrorism strategy, known as CONTEST. Prevent aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives;

- challenging **ideologies** that support terrorism and those who promote it;
- protecting vulnerable **individuals** from being drawn into extremism through appropriate advice and support;
- supporting sectors and **institutions** where there is a risk of radicalisation.

Section 26 of the Counter Terrorism and Security Act 2015 places a statutory duty on specified authorities to have '*due regards to the need to Prevent People from being drawn into terrorism*'. Specified authorities identified as part of this duty apply to bodies which have significant interaction with children, young people and adults who could be vulnerable to radicalisation and extremism. The authorities listed within this duty include early years and out of school settings, schools, colleges and private and voluntary services that exercise functions in relation to children, for example children's homes and private fostering agencies.

In order to fulfil their statutory duty authorities within these areas should address the following key points;

### **1. Risk assessments**

- Assess the risk of children and young people being drawn into extremist ideologies within their institution
- Demonstrate an understanding of risks affecting children in their area
- Have clear safeguarding procedures in place via their Designated Safeguarding Lead (DSL) – including appropriate recording keeping
- Respond in an appropriate manner in issues of concern, making appropriate referrals to Channel
- Prohibit extremist speakers within their institutions

### **2. Staff training**

- Assess the individual training needs of staff within their institution (including governors)
- Ensure key staff are trained using the Workshop to Raise Awareness of Prevent (WRAP) via the Kirklees Prevent Coordinator, Kirklees Children Safeguarding Board or North East Counter Terrorism Unit.
- Ensure that all or associate members of staff complete the e-learning general awareness course (if identified as not key and appropriate members of staff).
- Ensure that the Designated Safeguarding Lead within institutions cascades appropriate Prevent related information and guidance to staff.

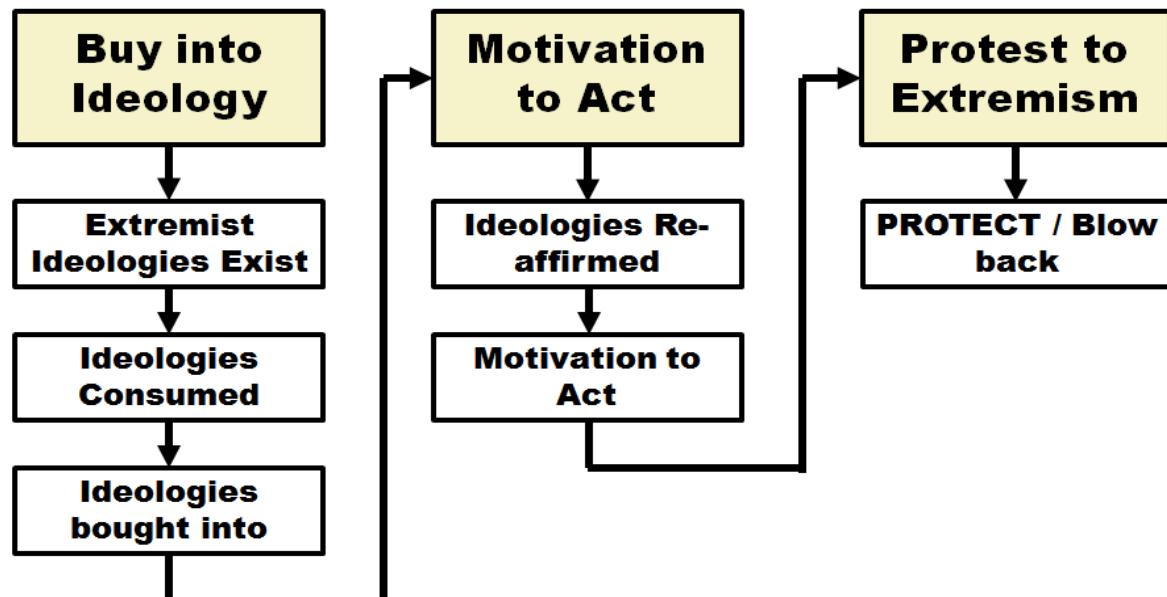
### **3. Working in Partnership**

- Use existing local arrangements such as the Kirklees Safeguarding Children's Board, Kirklees Prevent Coordinator, the Kirklees Learning Service and or North East Counter Terrorism Unit for Prevent related issues.
- Engage with parents and families, providing assistance and advice to these individuals and families where necessary.

The National Prevent Strategy defines extremism as;

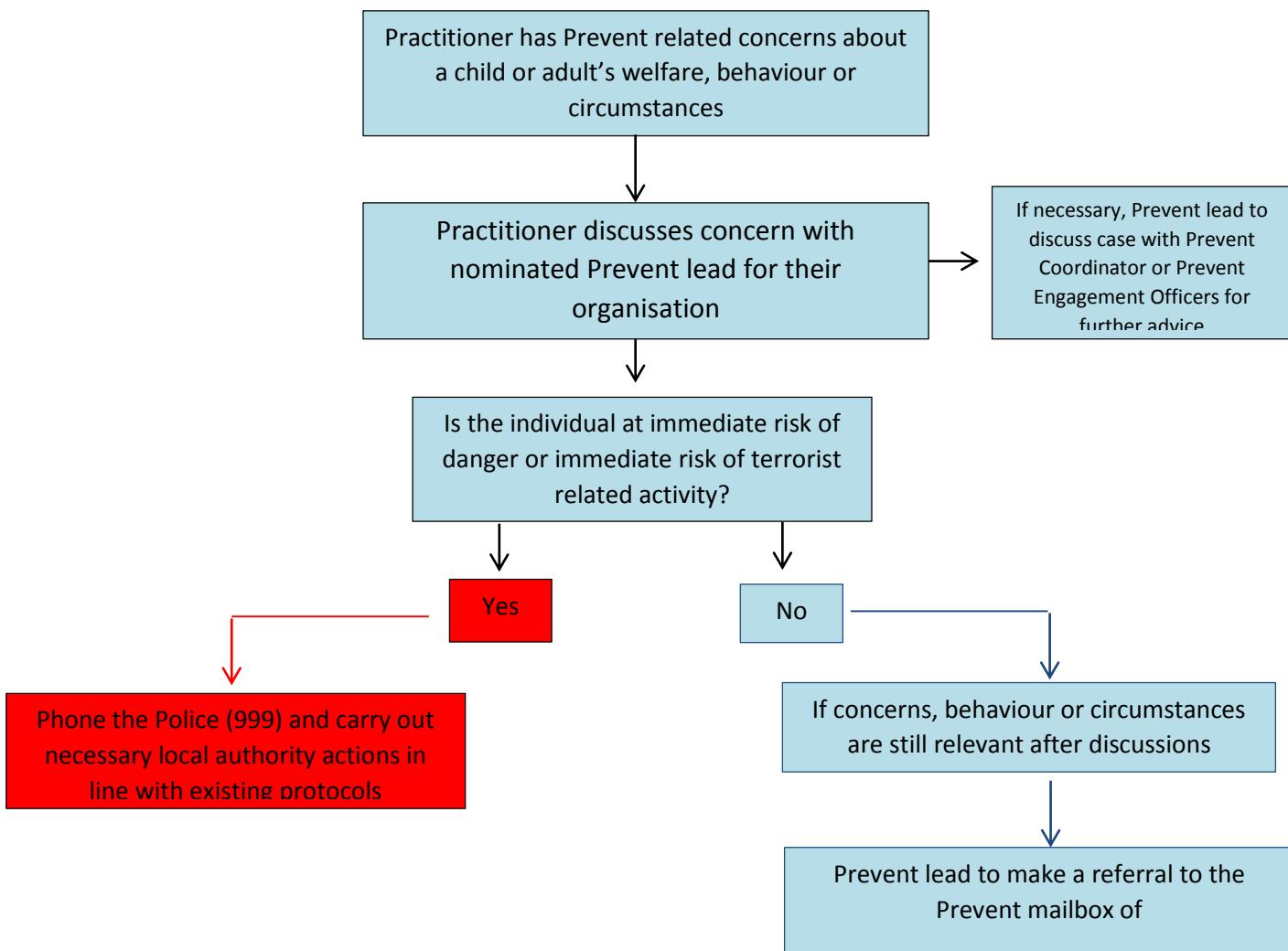
*"the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect of different faiths and beliefs. We also include in our definition of extremism calls for death of members of our armed forces".*

The Kirklees Prevent Strategy recognises that extremism is often a process with opportunities to intervene and divert someone on the path to radicalisation. In Kirklees, the focus centres upon preventing radicalisation or identifying risk at the earliest possible stage and diverting people through appropriate support before the risk comes out at a more severe and harmful level.



Young people growing up will experience risk associated with the transition from childhood to adulthood and this can involve exploring alternative ideologies and engaging in risky behaviours therefore it is vital that the focus of Prevent work is targeted at preventing people exposing themselves to risk and providing early support to prevent further escalation of risk. Establishments working with children and young people can help with this work by building a strong curriculum that enables children and young people to think critically and build resilience along with providing positive supportive mechanisms within their establishments and local communities.

#### Kirklees Prevent referral pathway



Prevent contact details	
Prevent Coordinator	Lee Hamilton
Kirklees Council	Lee.hamilton@kirklees.gov.uk
	01484 221 000
	07528 988 798
Prevent Engagement Officers West Yorkshire Police	
PC David Cockcroft	David.cockcroft@westyorkshire.pnn.police.uk
	07515 200 472
PC Donna McDougal	Donna.mcdougal@westyorkshire.pnn.police.uk
	01484 436 794
	07595 011 780
PC Tim Hayes	Timothy.hayes@westyorkshire.pnn.police.uk
	07921 882 690
PC Mo Aziz	Mohammed.aziz@westyorkshire.pnn.police.uk
	07595 007 119
Prevent answerphone	01924 431 154
Channel Coordinator	DC Fran Ruttledge
Counter Terrorism Unit (CTU)	frances.ruttledge@westyorkshire.pnn.police.uk
	07595 006 652
Community Contact Officer	DC Tom Garnett
Counter Terrorism Unit (CTU)	Thomas.garnett@westyorkshire.pnn.police.uk
	07515 200 472

Useful links and resources	
Kirklees Council	<a href="https://www.kirklees.gov.uk/community/yourneighbourhood/crimeSafety/counterTerrorism.aspx">https://www.kirklees.gov.uk/community/yourneighbourhood/crimeSafety/counterTerrorism.aspx</a>
Prevent duty guidance	<a href="https://www.gov.uk/government/publications/prevent-duty-guidance">https://www.gov.uk/government/publications/prevent-duty-guidance</a>
Channel General Awareness	<a href="http://course.ncalt.com/Channel General Awareness/01/index.html">http://course.ncalt.com/Channel General Awareness/01/index.html</a>
UK Safer internet Centre	<a href="http://www.saferinternet.org.uk/">http://www.saferinternet.org.uk/</a>
Department for Education guidance	<a href="http://www.foundationyears.org.uk/files/2015/06/prevent-duty-departmental-advice.pdf">http://www.foundationyears.org.uk/files/2015/06/prevent-duty-departmental-advice.pdf</a>
Prevent for Schools	<a href="http://www.preventforschools.org/">http://www.preventforschools.org/</a>
UK Safer internet Centre	<a href="http://www.saferinternet.org.uk/">http://www.saferinternet.org.uk/</a>
Working Together to Safeguard Children	<a href="https://www.gov.uk/government/publications/working-together-to-safeguard-children--2">https://www.gov.uk/government/publications/working-together-to-safeguard-children--2</a>
Keeping Children safe in education	<a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a>

### **E-safety**

Our ICT policy recognises that internet safety is a whole school community's responsibility for staff, pupils and parents.

Children and young people may expose themselves to danger, whether intentionally or unintentionally, when using the internet and other technological devices. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

We therefore recognise our responsibility to educate our pupils, teaching them appropriate behaviour and critical thinking skills to enable them to remain both safe and legal when using the internet or technological devices.

Our procedures regarding cyber bullying are set out within the anti-bullying policy.

### **Cameras and Mobile Phones**

Photographs are taken for evidence files, displays or of special events. When taking any photograph or video recordings of children personal cameras or mobile phones will not be used. Staff will keep personal mobile phones and any technological devices in their personal lockers in the staffroom. Visitors including tutors will be advised to switch off their mobile phones and not take any photographs or video recordings of anyone in school.

Basic evidence gathering is very important and it is vital that it is done and passed on appropriately, immediately and confidentially to the referral and response service in the event of a referral being made. Body maps will be used to record the site and description of any injuries noticed on form AFPS 23. Photographs of injuries on children will not be taken as proof.

The school mobile phone will be used for the sole purpose of contacting parents by authorised persons only. The camera facility on the phone will not be used.

### **Social Networking**

Social networking activities, conducted online outside work hours, such as blogging (writing personal journals on publicly accessible internet pages); involvement in social networking sites such as Facebook, Myspace or Bebo and posting material; uploading images or comments on sites such as You Tube; all can have a negative effect on an organisation's reputation or image.

Al-Furqaan is committed to safeguarding all children and this policy has been written to set out the key principles that we expect all members of staff to adhere to when using social networking sites. All staff have the responsibility to ensure that they protect the reputation of the school, and treat colleagues and members of the school with professionalism and respect.

All staff will note the following points:

- Use of social networking applications in work hours for personal use is not permitted, unless permission has been given by the head teacher.
- Using social networking applications as part of a school must be approved by the headteacher first.
- Will not use school's name, logo, or any other published or unpublished material without written prior permission from the head teacher.
- Posting any communication or images which links the school to any form of illegal conduct or which may damage the reputation of the school. This includes defamatory comments.
- The disclosure of confidential or business-sensitive information; or the disclosure of information or images that could compromise the security of the school.
- The posting of any images of employees, children, governors or anyone directly connected with the school whilst engaged in school activities.
- Will not make any derogatory, defamatory, rude, threatening or inappropriate comments about the school, or anyone at or connected with the school.
- Will not post any communication or images that are contrary to Islamic values and are considered un-Islamic.
- Such mediums must not be used to discuss or advise on any matter relating to school, staff, pupils or parents.
- Staff should not identify themselves as a representative of the school.
- Staff should not interact with any pupil in the school on social networking sites unless there are legitimate family links.

Staff should be aware that if their out-of-work activity causes potential embarrassment for the employer or detrimentally effects the employer's reputation then the employer is entitled to take disciplinary action. Further violation of points set out above will be considered as gross misconduct and can result in disciplinary action being taken against the staff member up to and including termination of employment.

### **Health & Safety**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips and visits.

**Documentation**

## Safeguarding file

<b>Contacts</b>	
Local Authority Designated Officer (LADO) Hein Grosskopf	01484 225 850
Safeguarding Officer (Schools & Learning) Steve Barnes	01484 225 804 07773 943873
Safeguarding Officers email	<a href="mailto:schools.safeguardingofficers@kirklees.gov.uk">schools.safeguardingofficers@kirklees.gov.uk</a>
<b>Learning Service</b>	
E-safety ITCAS team	01484 225 724
Special Schools Simon Taylor	01484 225 807
Secondary Schools Helen Metcalfe	01484 225 208
Primary Schools Mike Whitfield	01484 221 000
Children Missing Education/Child Employment	
Missing Children Education Team	01484 225 509
<b>Attendance and Pupil Support</b> Service Managers	
Alastair Megahy (North Kirklees)	01924 326 004
Linda King (South Kirklees)	01484 221 919
<b>Stronger Families</b>	<a href="http://www.kirklees.gov.uk/strongerfamilies">www.kirklees.gov.uk/strongerfamilies</a> <a href="mailto:stronger.families@kirklees.gov.uk">stronger.families@kirklees.gov.uk</a>
<b>Human Resources Child Protection leads</b>	
Gary Scargill (Mon to Fri)	07976 497 848
Tracey Russell (Wed to Friday)	07976 497 850
<b>Referral and Response Service</b>	
Duty Social Workers:	01484 456848
If you need to contact the Referral and Response Service in a non-emergency you can email using <a href="mailto:chypsadminwestfields@kirklees.gov.uk">chypsadminwestfields@kirklees.gov.uk</a> . This email address can also be used to request a ring back.	
Emergency Duty Team (Out of Hours)	01484 414933
Child Protection & Review Unit	01484 225850
e-Safety incidents INTECH helpdesk	01484 414714
National helpline	<a href="http://www.saferinternet.org.uk/helpline">http://www.saferinternet.org.uk/helpline</a>
West Yorkshire Police, Child Safeguarding Unit - Kirklees	01924 431134
Early Help Access Team <a href="mailto:earlyhelpaccessteam@kirklees.gov.uk">earlyhelpaccessteam@kirklees.gov.uk</a>	01484 456823
<b>Useful websites, guidance documents, training materials</b>	
Kirklees Safeguarding Children Board	<a href="http://www.kirkleessafeguardingchildren.com">www.kirkleessafeguardingchildren.com</a>
Children Missing from Education	<a href="mailto:maggie.featherstone@kirklees.gov.uk">maggie.featherstone@kirklees.gov.uk</a>
CAPE (Child Protection in Education)	<a href="http://www.cape.org.uk">www.cape.org.uk</a>
Keeping Children Safe	<a href="http://www.ceop.gov.uk">www.ceop.gov.uk</a>
KS2/3	<a href="http://www.dotcomcf.org/">www.dotcomcf.org/</a>
Bullying & child abuse	<a href="http://www.anti-bullyingalliance.org">www.anti-bullyingalliance.org</a> <a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a> <a href="http://www.childline.org.uk">www.childline.org.uk</a> <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
Internet Safety	<a href="http://www.ceop.org.uk/thinkuknow">www.ceop.org.uk/thinkuknow</a> <a href="http://www.childnet-int.org">www.childnet-int.org</a>
KS2/3	<a href="http://www.kidsmart.org.uk">www.kidsmart.org.uk</a> <a href="http://www.yhgl.net">www.yhgl.net</a>
Forced Marriage	<a href="http://www.fco.gov.uk/forcedmarriage">www.fco.gov.uk/forcedmarriage</a>
The Female Genital Mutilation Helpline	<a href="mailto:fgmhelp@nspcc.org.uk">fgmhelp@nspcc.org.uk</a> 0800 028 3550
Safe Practice in Physical Education in Schools and School Sport 2012	<a href="http://www.afpe.org.uk/membership-services/health-a-safety/safe-practice">www.afpe.org.uk/membership-services/health-a-safety/safe-practice</a>