



**TALEEM MOSQUE
& COMMUNITY CENTRE**

Safeguarding, Safer Recruitment and Child Protection Policy:

Our safeguarding and child protection policy is based on the following statutory guidance and legal frameworks:

- **Children's Act 1989 and 2004 s10, s14B**
- **Education Act 2002 s175 / s157**
- **Keeping Children Safe in Education, DFE (September 2020)**
- **Working together to safeguard children, DFE (2018)**
- **Disqualification under the Childcare Act 2006 guidance, DFE (2015)**
- **Safeguarding children, young people and adult's policy, Ofsted (2015)**
- **CHANNEL duty guidance, HM Government (2015)**
- **Prevent duty guidance for England and Wales, HM government (2015)**
- **Counter terrorism and security act (2015)**
- **Mandatory reporting of female genital mutilation – procedural information, HM government (2015)**
- **Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)**

At Taleem Foundation, we fully recognize our responsibility to protect all children and ensure their safety, regardless of age, disability, gender, racial heritage, or identity. We are firmly committed to anti-discriminatory practices and upholding the highest standards of child protection.

We understand that any concerns, fears, or worries that children and young people bring into the classroom must never go unnoticed. It is a fundamental principle, both in law and in our child protection procedures, that the safety and welfare of the child is always our top priority.

Child protection is a shared responsibility within our community, and we recognize that the failure to respond effectively to concerns can have serious consequences for the child. As such, all staff are trained to be vigilant, compassionate, and proactive in addressing any issues that may arise, ensuring every child's wellbeing is safeguarded at all times.

Aims:

At Taleem Foundation, we are committed to creating a caring and supportive environment that aligns with our overall mission. Our aim is to provide a curriculum that fosters self-esteem and empowers children to protect themselves from harm. To achieve this, we will strive to:

- **Create a Safe and Supportive Environment:** We will ensure that children feel safe, are encouraged to speak openly, and know they are listened to with respect and care.
- **Ensure Access to Trusted Adults:** Children will be made aware of the trusted adults within the foundation they can approach if they are worried, ensuring they feel supported and confident in seeking help.
- **Promote Safeguarding Skills through PSHE:** We will incorporate specific opportunities within the PSHE curriculum to help children develop the skills and understanding necessary to recognize and protect themselves from abuse and harm.
- **Provide Staff Training on Safeguarding:** All staff will receive clear guidelines on our safeguarding approach, including training to raise awareness of the signs, risks, and causes of abuse, ensuring they are equipped to identify and respond effectively.
- **Reduce Potential Risks of Harm:** We will work to reduce the risks children may face, including exposure to violence, extremism, exploitation, or victimization, by proactively addressing and mitigating these threats.

Key Principles:

These are the key principles of Safeguarding Children Board:

- Establish and maintain an environment where children feel safe, are encouraged to talk, Always see the child first.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Never do nothing.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Do with, not to, others.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Do the simple things better.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Have conversations, build relationships.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Outcomes not outputs.

In addition, the Board has identified the following key safeguarding messages for foundation:

- Establish and maintain an environment where children feel safe, are encouraged to talk, Every child is entitled to a rich and broad curriculum.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Targeting resources on the evidenced needs of children in foundation is necessary. Assurance and audit on safeguarding are important aspects of this.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Individual governors can and should take the lead on specific aspects of foundation life such as safeguarding.
- Establish and maintain an environment where children feel safe, are encouraged to talk, When issues arise, the designated safeguarding lead should speak out, addressing them internally where possible and escalating them to outside agencies when this is unsuccessful.

Our policy applies to all staff, trustees and volunteers working in the foundation. There are five main elements to our policy and procedures:

- (1) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- (2) Raising awareness of child protection issues and equipping children with the skills needed to keep them safe through assemblies, notices, displays and create a culture where children feel confident to speak to teachers about issues.
- (3) Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- (4) Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- (5) Establishing a safe environment in which children can learn and develop.

Roles and responsibilities:

Trustees:

- Establish and maintain an environment where children feel safe, are encouraged to talk, The Trustees are committed to the safeguarding policy and it will continue to do all it can to ensure that the foundation is a safe environment for staff, pupils and members of the public accessing the site
- Establish and maintain an environment where children feel safe, are encouraged to talk, The Trustees will ensure that the foundation safeguarding policy is in accordance with the procedures of Safeguarding Children Board.

- Establish and maintain an environment where children feel safe, are encouraged to talk, The Nominated Trustee is responsible for liaising with the Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational however, they may need to be involved in concerns about individual pupils as required.

- Establish and maintain an environment where children feel safe, are encouraged to talk, The Nominated Trustee will liaise with the Designated Safeguarding Lead to produce an annual report for Trustees and the local authority (s175/s157, if applicable).
- Establish and maintain an environment where children feel safe, are encouraged to talk, The nominated Trustee is also responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Designated Safeguarding Lead.
- Establish and maintain an environment where children feel safe, are encouraged to talk, The Trustees will ensure that the foundation has procedures for dealing with allegations of abuse against staff/volunteers.
- Establish and maintain an environment where children feel safe, are encouraged to talk, The Trustees will ensure that safeguarding is considered as part of all recruitment procedures ensuring that appropriate checks are carried out on all trustees, new staff and relevant volunteers;
- Establish and maintain an environment where children feel safe, are encouraged to talk, The Trustees will take all reasonable steps to ensure that all statutory health and safety responsibilities are met.
- Establish and maintain an environment where children feel safe, are encouraged to talk, The Trustees will ensure that the DSL attends appropriate refresher training.

Designated Safeguarding Lead:

- Establish and maintain an environment where children feel safe, are encouraged to talk, It is the Designated Safeguarding Lead's role to implement the foundation safeguarding and child protection policy with the support of the SLT and Trustees.
- Establish and maintain an environment where children feel safe, are encouraged to talk, The Designated Safeguarding Lead's role is to ensure that there is a collective responsibility for safeguarding and that all staff and volunteers are aware of the policy and related policies and procedures
- Establish and maintain an environment where children feel safe, are encouraged to talk, The Designated Safeguarding Lead will ensure that there are trained staff members with named responsibility for child protection.
- Establish and maintain an environment where children feel safe, are encouraged to talk, The Designated Safeguarding Lead will ensure that all appointment panels have at least one person who has completed safer recruitment training.

- Establish and maintain an environment where children feel safe, are encouraged to talk, The Designated Safeguarding Lead will promote safeguarding when overseeing the development of the curriculum and all other aspects of foundation life.

- Establish and maintain an environment where children feel safe, are encouraged to talk, The Designated Safeguarding Lead will treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness,

- Establish and maintain an environment where children feel safe, are encouraged to talk, The Designated Safeguarding Lead will ensure mandatory reporting of Female Genital Mutilation (FGM) is made to the police in line with the reporting procedures issued by HM government.

- Establish and maintain an environment where children feel safe, are encouraged to talk, Provide updates on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews, at least annually
- Establish and maintain an environment where children feel safe, are encouraged to talk, The Designated Safeguarding Lead will carry out all responsibilities as outlined in the 'DSL Responsibilities'

Designated Deputy Safeguarding Lead (DDSL):

- Establish and maintain an environment where children feel safe, are encouraged to talk, The designated deputy safeguarding lead takes the deputy responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Refer suspected abuse and neglect to the Children's Social Care Services in the absence of the DSL.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Report allegations made against members of staff to the Local Authority Designated Officer (LADO and Ofsted for Early Years) when deputing on behalf of the DSL.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Develop and update the child protection and other safeguarding policies, ensuring that staff and children/families/parents are aware of them.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Provide support and advice to all members of staff within the setting regarding child protection concerns
- Establish and maintain an environment where children feel safe, are encouraged to talk, Ensure that information sharing is carried out in accordance with Section 10, Children Act 2004.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Liaise with the DSL to ensure that all staff receive appropriate child protection and safeguarding training, and maintain training records
- Establish and maintain an environment where children feel safe, are encouraged to talk, Cooperate with any requests for information from the local authority, such as child protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004

- Establish and maintain an environment where children feel safe, are encouraged to talk, The DDSL may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DDSL may have.

Teaching and non-teaching staff:

- Establish and maintain an environment where children feel safe, are encouraged to talk, All staff will be made aware of and have access to the foundation safeguarding and child protection policy and procedures through training, staff room and on the foundation shared folder
- Establish and maintain an environment where children feel safe, are encouraged to talk, Ensure that children feel listened to, valued and respected
- Establish and maintain an environment where children feel safe, are encouraged to talk, To be aware of the signs of abuse and know how to share their concerns appropriately
- Establish and maintain an environment where children feel safe, are encouraged to talk, All staff will attend annual internal safeguarding training
- Establish and maintain an environment where children feel safe, are encouraged to talk, All staff will strive to safeguarding pupils in all aspects of the learning environment onsite and on educational visits

Other Staff's Responsibilities:

It is the responsibility of all staff members to ensure that any safeguarding concerns, regardless of their severity, are reported to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) as quickly as possible. This includes both minor and serious concerns, and staff must prioritize swift communication to ensure the safety and well-being of the child or young person involved.

Staff induction, training and development

- Establish and maintain an environment where children feel safe, are encouraged to talk, All new members of staff, including teachers and teaching assistants, will be given induction that includes
 - basic child protection training on how to recognise signs of abuse, how to respond to any concerns and familiarisation with the safeguarding and child protection policy
 - staff code of conduct,
 - Keeping Children Safe in Education:
 - The behaviour policy
 - Dealing with children who are missing from education
 - Ensuring that staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.

-Physical Restraint Policy (Reasonable force I.e. Using no more force than you have to)

The induction will be proportionate to staff members' roles and responsibilities and will include as a minimum, the online child protection training level 1.

- Establish and maintain an environment where children feel safe, are encouraged to talk, The DSL will undergo updated child protection training every two years. In addition to this their knowledge and skills should be updated regularly, and at least annually, to keep up with developments relevant to the role.
- Establish and maintain an environment where children feel safe, are encouraged to talk, All staff members of the school will receive appropriate safeguarding and child protection training. The DSL or DDSL will provide staff with updates of changes to child protection legislation and procedures and relevant learning from local and national serious case reviews as required, but at least annually.
- Establish and maintain an environment where children feel safe, are encouraged to talk, We will ensure that staff members provided by other agencies and third parties, e.g., supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-educational establishment training if it takes place during their period of work for the educational establishment. The educational establishment will maintain accurate records of staff induction and training.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Staff will be trained on Equality and Diversity in order to challenge incidents of prejudice, racism, discrimination, derogatory language or homophobia and record any serious incidents, drawing them to the attention of the Designated Safeguarding Lead.

Procedure:

If a member of staff has concerns about a child, these are the steps to follow:

1. You have a concern about a child / young person's wellbeing, based on:

- Something the child / young person / parent has told you
- Something you have noticed about the child's behaviour, health, or appearance
- Something another professional said or did

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child.

It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

2. Decide whether you need to find out more by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions.

3. Let the child / young person / parent know what you plan to do next if you have heard a disclosure of abuse or you are talking with them about your concerns. Do not promise to keep what s/he tells you secret.

4. Inform the DSL immediately. If the DSL is not available, inform the DDSL. If neither are available, speak to another senior member of staff. If there is no other member of staff available, you must make the referral yourself.

5. Make a written record as soon as possible after the event, noting:

a. Name of child

b. Date, time and place

c. Who else was present

d. What was said / What happened / What you noticed e.g., speech, behaviour, mood, drawings, games or appearance

e. If child or parent spoke, record their words rather than your interpretation

f. Analysis of what you observed & why it is a cause for concern

6. The DSL, or if unavailable the DDSL, makes the referral to the Children's Social Care Services. The referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family.

7. The DSL shares information with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.

8. The DSL informs parent that they have made a CP referral, if the parent does not already know, and if there is no reason not to let them know. Although there is no set time for this, it should be done as soon as possible so that support can be given at home.

9. It is suggested to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure); or in cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered.

10. The DSL remains in close communication with other professionals around the child / young person and with the family, in order to share any updates about the child / young person. If a child protection investigation is pursued, the DSL and other key school staff will:

-Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe

-Attend a child protection conference when invited and provide updated information about the child

-Attend any subsequent child protection review conferences.

-Attend core group meetings and take an active role in the implementation of the protection plan.

Allegations against Trustees or Staff:

Allegations of abuse can be made by children, young people, or concerned adults.

Any allegation made against a staff member or volunteer must be reported immediately to the Designated Safeguarding Lead (DSL). If an allegation is made against the DSL or Deputy Designated Safeguarding Lead (DDSL), the Chair of Trustees will inform the Local Authority Designated Officer (LADO). The DSL should also have access to external support and contacts to mitigate the risk of allegations being made against any Trustee.

The DSL should take the following actions:

- Establish and maintain an environment where children feel safe, are encouraged to talk, Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made
- Establish and maintain an environment where children feel safe, are encouraged to talk, Make a referral to the children's Social Service where the child resides, if appropriate
- Establish and maintain an environment where children feel safe, are encouraged to talk, Contact the LADO in Hounslow immediately
- Establish and maintain an environment where children feel safe, are encouraged to talk, Contact the parents/carers of the child, following advice from the LADO within 1 day
- Establish and maintain an environment where children feel safe, are encouraged to talk, Suspend the member of staff or review his/her working arrangements, pending the investigation, following advice from the LADO
- Establish and maintain an environment where children feel safe, are encouraged to talk, Attend strategy meetings convened by the LADO and act upon the decisions made at these meetings

Suspension should be considered when:

- Establish and maintain an environment where children feel safe, are encouraged to talk, There is a cause to suspect a child is at risk of significant harm or

- Establish and maintain an environment where children feel safe, are encouraged to talk, The allegation warrants investigation by the police or
- Establish and maintain an environment where children feel safe, are encouraged to talk, The allegation is so serious that it might be grounds for dismissal

[\(London Child Protection Procedures](#) section 15.2.13) Any disciplinary investigation should be carried out once the child protection investigation has been completed.

For more information, see [Chapter 5 of Safeguarding Children and Safer Recruitment in Education \(2007\)](#).

In order to ensure children are adequately protected, we will ensure that:

- Establish and maintain an environment where children feel safe, are encouraged to talk, We have a designated safeguarding lead and a deputy who receive training on an ongoing basis.
- Establish and maintain an environment where children feel safe, are encouraged to talk, All staff are trained in basic Child Protection awareness as part of the school's induction procedures annually.
- Establish and maintain an environment where children feel safe, are encouraged to talk, All staff have read and understood the Safeguarding and Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children
- Establish and maintain an environment where children feel safe, are encouraged to talk, All children, young people and their families are familiar with the Safeguarding and Child Protection Policy

Professional challenge and disagreements

- Establish and maintain an environment where children feel safe, are encouraged to talk, Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to engage in professional discussion.
- Establish and maintain an environment where children feel safe, are encouraged to talk, We will promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the school. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the DSL, DDSL or the chair of trustees.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Cooperation is crucial; professionals need to work together, using their skills and experience, to

make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.

What Are We Protecting Children From? Safeguarding and promoting the welfare of children is defined in 'Keeping Children Safe in Education' (September 2018) as:

- Establish and maintain an environment where children feel safe, are encouraged to talk, protecting children from maltreatment;
- Establish and maintain an environment where children feel safe, are encouraged to talk, preventing impairment of children's health or development;
- Establish and maintain an environment where children feel safe, are encouraged to talk, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Establish and maintain an environment where children feel safe, are encouraged to talk, taking action to enable all children to have the best life chances

Physical abuse

Physical abuse can include a range of harmful actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or any other action that causes physical harm to a child. Additionally, physical harm may be inflicted when a parent or carer fabricates symptoms of illness or deliberately induces illness in a child, a practice known as Munchausen Syndrome by Proxy. Staff should also be aware of and trained to recognize the signs of Female Genital Mutilation (FGM), a harmful practice that involves the partial or total removal of the female genitalia for non-medical reasons. This is a form of abuse that requires urgent attention and action.

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. This can also occur when a child is a young carer for

a parent who is disabled, has mental health problems or misuses alcohol or drugs.

-It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.

-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 of a child, though it may occur alone. For more information, see our 'Anti-Bullying Policy'.

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.

Peer on Peer abuse

Peer-on-peer abuse can occur in Early Years settings and may manifest as bullying, repeated exclusion, or physical aggression such as fighting. Staff should remain vigilant, closely monitoring interactions, and refer to the Anti-Bullying policy for further guidance on how to address and manage such situations effectively.

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 a child is born, neglect may involve a parent or carer failing to:

- Establish and maintain an environment where children feel safe, are encouraged to talk, provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Establish and maintain an environment where children feel safe, are encouraged to talk, protect a child from physical and emotional harm or danger;
- Establish and maintain an environment where children feel safe, are encouraged to talk, ensure adequate supervision (including the use of inadequate caregivers); Or
- Establish and maintain an environment where children feel safe, are encouraged to talk, Ensure access to appropriate medical care or treatment.
- Establish and maintain an environment where children feel safe, are encouraged to talk, It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding pupils who are vulnerable to extremism

- Establish and maintain an environment where children feel safe, are encouraged to talk, 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.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Taleem Foundation values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils 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.
- Establish and maintain an environment where children feel safe, are encouraged to talk, 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. Taleem Foundation is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Taleem Foundation 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.

- Establish and maintain an environment where children feel safe, are encouraged to talk, 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

- Establish and maintain an environment where children feel safe, are encouraged to talk, School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

- Establish and maintain an environment where children feel safe, are encouraged to talk, Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2016 as partners required to cooperate with local Channel panels.

Safeguarding pupils who are vulnerable to exploitation, forced marriage, female genital mutilation (FGM) or trafficking

- Establish and maintain an environment where children feel safe, are encouraged to talk, At Taleem Foundaton, we ensure that newly appointed staff undergo FGM, Prevent and Child Protection training.

- Establish and maintain an environment where children feel safe, are encouraged to talk, Our staff are supported to recognise warning signs and symptoms in relation to specific issues surrounding child sexual exploitation, forced marriage, FGM or trafficking. They are also trained on how to record and report safeguarding concerns.

- Establish and maintain an environment where children feel safe, are encouraged to talk, Our foundation works with and raises awareness of safeguarding issues amongst our families and communities through opportunities such as coffee mornings, as well as publishing our safeguarding policy on our website and producing information leaflets on safeguarding matters.

- Establish and maintain an environment where children feel safe, are encouraged to talk, Our

staff are supported by the Designated Safeguarding Lead to talk to families about sensitive concerns in relation to their children and to find ways of finding out about external agencies that maybe of further help to the family.

Self-harm and suicidal behaviour

Definition – Self-harm, self-mutilation, eating disorders, and threats or gestures related to suicide should always be taken seriously, as they may signal a significant mental or emotional disturbance. In such cases, immediate referrals must be made to the Hounslow Local Safeguarding Children Board (LSCB).

Sexting

While sexting incidents are rare among primary-aged children, any child involved will be treated as a victim rather than a perpetrator, unless there are mitigating circumstances. The Designated Safeguarding Lead (DSL) must document all sexting incidents, take appropriate action, and refer the matter as needed to ensure it is resolved properly.

Domestic Violence

The definition of “domestic violence and abuse” was updated by the Home Office in March 2013 to include the reality that many children and young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm.

- Establish and maintain an environment where children feel safe, are encouraged to talk, Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Disclosure procedures must be followed and directed to the DSL

E-Safety (use of ICT, the internet, mobile technology and social media)

Taleem Foundation has an E-Safety policy which includes guidance for all pupils in relation to E-Safety and using the internet and social media. There are appropriate filtering and monitoring systems in place.

Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g., sexting). In these instances, the DSL should seek advice on how to proceed with regards to talking to parents’ carers about E-Safety.

In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently, staff must report concerns in a timely way so that advice and support can be sought. For further information see Keeping Children Safe in Education Annex C.

Special Circumstances

[The London Child Protection Procedures, 4th Edn \(2010\)](#) outlines response to special circumstances in child protection cases, including issues such as:

- Peer on peer abuse allegations
- Domestic violence
- Fabricated or induced illness
- Female genital mutilation (FGM)
- Foreign exchange visits
- Gangs, serious youth violence and violent extremism
- Information and communication technology (ICT)-based forms of abuse (E-safety – children exposed to abuse through digital media)
- Children and families that go missing from care and home
- Children missing from education
- Extremist ideologies being expressed at home
- Abuse linked to Spiritual Belief
- Child Sexual Exploitation
- Children of parents who misuse substances
- Children of parents with learning difficulties
- Children of parents with mental health problems
- Disabled children
- Forced marriage
- Peer abuse – children and young people who abuse others
- Sexually harmful behaviour
- Trafficked children
- Underage sexual activity

We will follow the procedures set out by our policies and take account of guidance issued by the Department for Education to:

- Establish and maintain an environment where children feel safe, are encouraged to talk, (a)
Ensure we have a designated teacher for child protection who has received appropriate training and support for this role.
- Establish and maintain an environment where children feel safe, are encouraged to talk, (b)
Ensure we have a nominated trustee/governor responsible for child protection
- Establish and maintain an environment where children feel safe, are encouraged to talk, (c)
Ensure every member of staff, volunteer and trustee knows the name of the designated teacher responsible for child protection and their role.
- Establish and maintain an environment where children feel safe, are encouraged to talk, (d)
Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection.
- Establish and maintain an environment where children feel safe, are encouraged to talk, (e)
Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Establish and maintain an environment where children feel safe, are encouraged to talk, (f)
Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Establish and maintain an environment where children feel safe, are encouraged to talk, (g)
Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Establish and maintain an environment where children feel safe, are encouraged to talk, (h)
Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Establish and maintain an environment where children feel safe, are encouraged to talk, (i)
Ensure all records are kept securely, separate from the main pupil file, and in locked cabinet. Access to such records is strictly controlled.
- Establish and maintain an environment where children feel safe, are encouraged to talk, (j)
Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

- Establish and maintain an environment where children feel safe, are encouraged to talk, (k)
Ensure safe recruitment practices are always followed.

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 some sense of blame. 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:

- Establish and maintain an environment where children feel safe, are encouraged to talk,
The content of the curriculum.

- Establish and maintain an environment where children feel safe, are encouraged to talk, The school ethos which promotes a positive, supportive and secure environment and give pupils a sense of being valued
- Establish and maintain an environment where children feel safe, are encouraged to talk, The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed

When a Child Leaves School

When a child leaves the school, the school administrator must verify where the child will continue their education. Parents are required to complete the "removal form" prior to their child's last day at school. Any concerns regarding the child's future educational arrangements must be promptly reported to the local authority.

Taleem Foundation ensures that every child's file contains two emergency contact details for parents, enabling swift communication if needed.

Our role in supporting children and families (Early Help)

We will offer appropriate support to individual children and families who have experienced abuse or who have abused others, as outlined in the document 'Working together to safeguard children (2015). The school will, where necessary, liaise with the school nurse and doctor, and make referrals to children's social care (see contacts below)

An individual support plan will be devised, implemented and reviewed regularly for these children and families. This plan will detail areas of support, who will be involved, including the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.

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 school community 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.

We will ensure the school works in partnership with parents / carers and other agencies as appropriate. Referrals should be made by the Designated Safeguarding Lead to the Inter-agency Referral, using online form. Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence

to their team manager.

Recruitment and Training of Members of Staff and Volunteers

Taleem Foundation recognises that anyone may have the potential to abuse children in some way and that all reasonable steps are taken to ensure unsuitable people are prevented from working with children.

When dealing with Recruitment Procedures:

1. We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.
2. We work towards an Equal Opportunities Employment Policy, seeking to offer job opportunities equally to those with and without disabilities and from all ethnic groups.
3. We want to ensure that staff hold the required qualification for the learners that they are going to teach.
4. All teachers will perform a Level 1 Child Protection accreditation

Pre-selection checks must include the following:

1. All staff whether paid or unpaid will have to have undergone enhanced police clearance checks with the DBS in accordance with Section 142 of the Education act 2002, which contains the details of teachers who are considered unsuitable or banned from working with children in education.
2. On the instance that staff have been working in the same LA and have not had a gap of three months and in the same role, then the school will consider their previous DBS checks performed by the LA but will choose to do another enhanced DBS check once appointed.
3. Before appointment all staff will have to provide at least two suitable references including one from the most recent employer. These checks will then be verified by writing to the referees. Open references or references from family members will not be accepted.
4. All staff will have to bring original copies of two forms of ID. One of which must be a photo ID, another with proof of address. Producing original copies of passports will also be mandatory.
5. All staff during the interview will be asked to produce original copies of their qualifications and also their right to work in the UK, including people from the EEA.
6. Any overseas staff, prior to appointment, will have to provide evidence of no criminal records and suitability to work with children. The school will be able to carry out overseas checks on countries have a similar system to DBS as in the UK. If these services are not available, then the school will ask the candidate to provide further references until we are satisfied that the candidate is suitable. Further guidance will be sought if any confusion arises.

7. All staff will be given a medical fitness questionnaire which they must fill in after they have been appointed.

8. In line with Disqualification under the Childcare Act 2006 guidance (2015), all employed staff are required to complete and submit a disqualification by association declaration. A person is automatically disqualified by association if they live in the same household as another person who is disqualified or in a household where a disqualified person is employed. All prospective employees will be required to complete school's declaration form prior to commencing employment. At Taleem Foundation we ensure that all staff and volunteers sign this document.

9. Section 128 checks will be performed on all Senior Leadership staff members and all trustees.

Interview and Induction

All employees (and volunteers) will be required to undergo an interview carried out to acceptable protocol and recommendations. All employees and volunteers should receive formal or informal induction, during which:

- Establish and maintain an environment where children feel safe, are encouraged to talk, A check should be made that the application form has been completed in full (including sections on criminal records and self-disclosures).
- Establish and maintain an environment where children feel safe, are encouraged to talk, Their qualifications should be substantiated.
- Establish and maintain an environment where children feel safe, are encouraged to talk, The job requirements and responsibilities should be clarified.
- Establish and maintain an environment where children feel safe, are encouraged to talk, Child protection procedures are explained and training needs are identified.

Single Central Record

Taleem Foundation keeps a single central record (SCR) which is used to log all safer recruitment checks, including details of DBS and/or barred list checks. The following information is recorded in the SCR:

- Establish and maintain an environment where children feel safe, are encouraged to talk, All staff who are employed to work in the school;
- Establish and maintain an environment where children feel safe, are encouraged to talk, All staff who are employed on a supply or casual basis, whether employed directly by the school or through an agency;
- Establish and maintain an environment where children feel safe, are encouraged to talk, All unsupervised volunteers who have regular contact with pupils (this will include governors who

work as volunteers);

- Establish and maintain an environment where children feel safe, are encouraged to talk, People brought into the school to provide additional teaching or instruction for pupils but who are not staff members, for example specialist sports coaches or music teachers.

Useful references and organisations

- London Safeguarding Children Board www.londonscb.gov.uk
- 'What to do if you're worried a child is being abused.' Published by DFES 04320-2006
- National Society for the Protection of Children www.nspcc.org.uk
- The Safe Network www.safenetwork.org.uk
- Child Line 0800 11 11 www.childline.org.uk
- <http://www.thehideout.org.uk/>

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Agreed with: Chair of Trustees

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