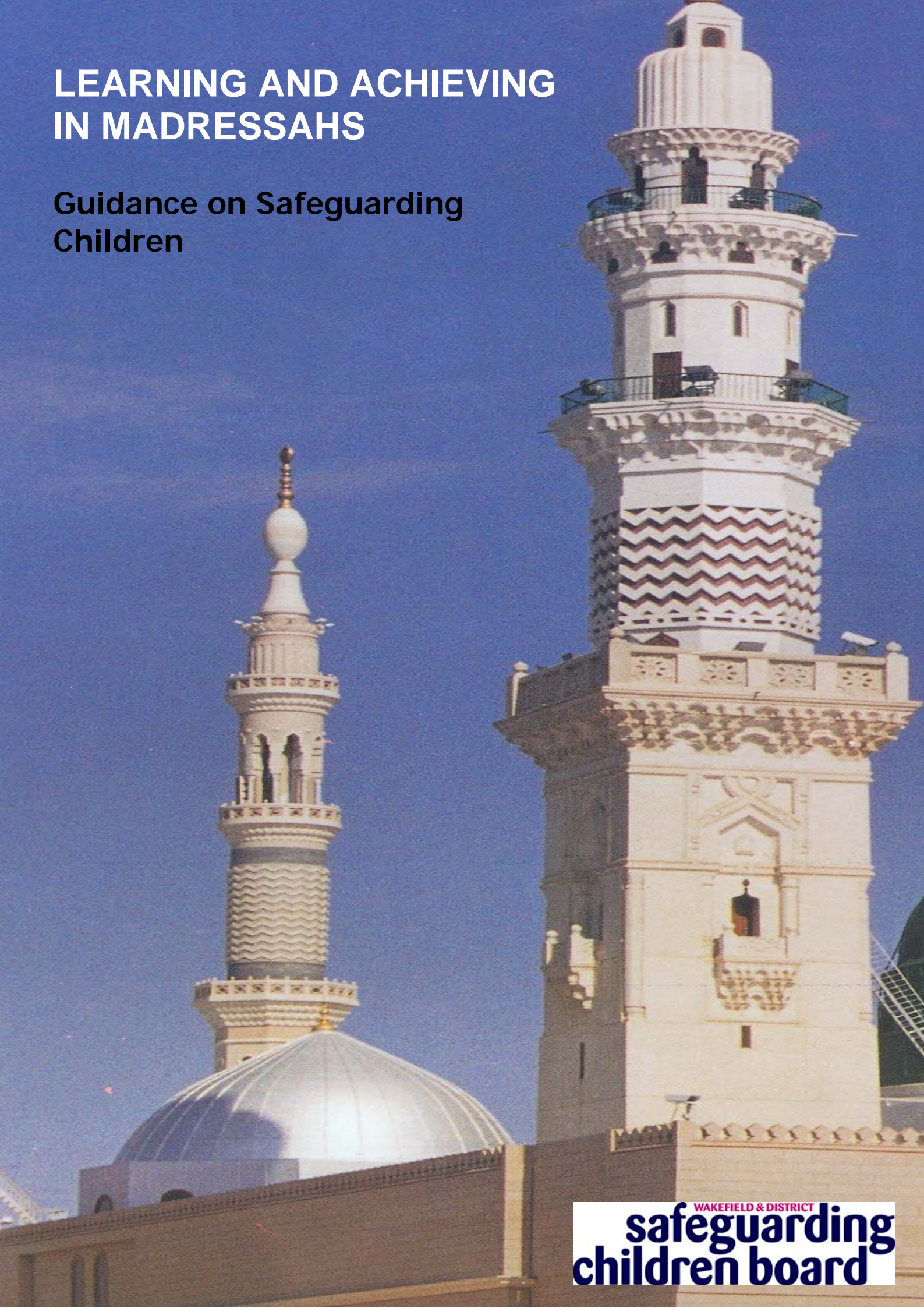


LEARNING AND ACHIEVING IN MADRESSAHS

Guidance on Safeguarding
Children



Learning and Achieving in Madressahs: Guidance

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Foreword

Wakefield District is fortunate in having a diverse community which is well served by established community organisations that support and meet the needs, both religious and cultural, of the local people. Within the Muslim community the West Yorkshire Police, along with our partner agencies, recognise the important role played by Mosques, and the Madressah schools that are part of them, in assisting parents in the spiritual, social and emotional development of their children.

These guidance notes are designed to assist Ustaads and Mosque management committees in achieving good practice both in teaching and child welfare by providing the training and information about fulfilling their legal responsibilities towards the children they teach. West Yorkshire Police wholeheartedly support this initiative and hope that it contributes to everyone's common goals of helping children and young people develop safely and to their fullest extent, thereby allowing them to become confident and active members of the wider community of Wakefield District.



Chief Superintendent Marc Callaghan
Divisional Commander Wakefield Division

Wakefield and District Safeguarding Children Board aims to provide the best services possible to children and young people. The Board carries this agenda forward effectively by valuing and respecting the differences and building good and positive relations with its local Black and Minority Ethnic Community.

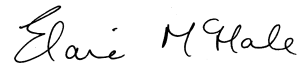
As Chair of the Wakefield and District Safeguarding Children Board, I can proudly say that Wakefield has enjoyed successful partnerships over the years with its local communities and will continue to work closely with all groups to strengthen this relationship in the coming years.

We strongly believe in the "Every Child Matters" agenda and are proactively putting strategies in place to address the five outcomes for the well being of all our children. The "Learning and Achieving in Madressahs" document is one of the steps towards achieving this aim. All our children and young people must be provided with appropriate opportunities so that every child in Wakefield can achieve his or her full potential. In particular, their mental, spiritual, emotional and physical well-being is paramount. This agenda is a high priority for the Wakefield and District Safeguarding Children Board. I am pleased that our local Mosques and Madressahs are working in partnership with us on this agenda. This will ensure that, together, we will provide an effective, coherent and consistent approach towards planning and service delivery for our children and young people.

In Wakefield, we have over 1200 children who attend religious schools regularly and their safety and well being whilst attending these schools has to be paramount. Therefore, we are launching the "Learning and Achieving in Madressahs" document which clearly sets out the guidance and procedures for religious teachers (Ustaads) on how to deal with safeguarding children issues. The rules and laws towards child protection issues are very explicit and clear in this document and I hope this will prove an effective and valuable guidance document for all who work with the children and young people in religious institutions. This document will play a crucial role in ensuring that all the children in religious institutions are protected and provided with the opportunities which will help them to fulfil their aspirations so that they can contribute positively in the wider society in future.

I would like to express my gratitude to the Mosque leaders and the Wakefield and District Safeguarding Children Board officers for their efforts and participation in terms of their knowledge, expertise and commitment in producing this document.

I look forward to working closely with everyone involved in implementing this document in their respective organisation and offering my hand of support to all those who will be involved in providing good education through their establishments to our future generation.

A handwritten signature in cursive script that reads "Elaine McHale".

Elaine McHale
Chair, Wakefield & District Safeguarding Children Board
Corporate Director, Family Services, Wakefield MDC

Acknowledgements

Our thanks to Shakeel Hafez, Project Development Officer, Kirklees Education/Social Services, for his work in developing the Kirklees Safe Children Sound Learning Guidance Booklet, on which these procedures are based.

Thanks also to:

Mr Islam Ali Shah	Principal, Central Jamia Masjid, South Street, Eastmoor
Mr Omar Farooq Ahmed	President, Masjid Zakariya, Agbrigg
Mr Z A Shah	President, Central Jamia Mosque
Mr Saif Ali	Community representative
Mr Abdul Hameed	Central Jamia Masjid, Eastmoor
Members of the Sawafia Mosque,	Eastmoor

These guidelines are produced in accordance with:

- *HM Government 2006*, Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children, London: The Stationery Office
- *Department for Education and Skills (2007)*, Safeguarding Children and Safer Recruitment in Education, London: Department for Education and Skills.

In addition the following useful resources have also been used:

- Learning and teaching – good practice guide, Disability Rights Commission, 2003
- Disclosure Brochure, Criminal Records Bureau, 2001
- Basic advice on first aid at work, Health & Safety Executive, 1997

Introduction

'The best of you are those who learn and teach the Qur'an'
(Prophet Muhammed peace be on him)

"I have been sent in this world to teach"
(Prophet Muhammed peace be on him)

Madressahs (Islamic Schools):

Currently in the UK there are thousands of Islamic Education centres that are operating across the country. Their main aims are as follows:

- They are set up to deliver Islamic Education in order to preserve religious, cultural and linguistic identities.
- They operate daily in the evenings between 4.30pm – 7.30pm and in some cases at weekends.
- They also provide knowledge around ethics and morality as well as citizenship lessons for children aged 5 to 15.
- They are self-financed, voluntary and independent establishments.
- They are managed, administered and coordinated by dedicated members of the local Muslim community.
- They want children to become model citizens whilst maintaining their religious and cultural heritage.

There is a renaissance taking place within the madressah sector, with increasing numbers of qualified personnel being introduced in managing and teaching, provision of learning in structured and systematic ways, and growing use of English and ICT as mediums for imparting knowledge.

This learning raises children's religious, cultural and linguistic awareness, promotes self-identity, and provides a sense of purpose. As children from different mainstream schools congregate in madressahs they are able to socialise after school, extend friendships, discuss issues of mutual interest, including homework, and arrange social and recreational activities.

The creation of madressahs is a huge economic investment by the community and is an indication of their determination to complement children's education, as this learning is not available in mainstream schools.

"... (there is) a vast and growing network of community self-help schools operating, often on shoestring budgets, in the twilight world after normal school hours. The scale of this undertaking is in itself an indication of the commitment of these communities to sustain the use of community languages, as well as to develop historical and religious awareness among their young people." Houlton D, 'Cultural Diversity in the Primary School', B T Batsford Ltd, London (1986).

There are madressahs and supplementary schools in the Wakefield District with approximately 1,200 – 1,500 children in their care. Wakefield Safeguarding Children Board are happy to work with the Mosque leaders to celebrate the incredible achievements of local madressahs, use them as models of good practice, and demonstrate to the community that it fully recognises diverse cultures and languages.

Mosque leaders and Family Services have worked together since 2005 to establish a common understanding of child protection.

In June/July 2005, training was provided by Family Services, Equalities and Diversity Service to all Mosque Leaders in Wakefield in order to raise the awareness on child protection issues and also the guidelines have been provided to each Mosque/Madrasah defining clearly how to deal with the child protection issues.

This guidance is being produced following consultation with Wakefield District Safeguarding Children Board and Mosque leaders. The aim is to provide information, guidance and practical support for management committees and ustadhs to enable them to fulfil their legal responsibilities towards the young people they teach. The document:

- Promotes effective behaviour management of madressah pupils
- Provides guidance for the protection of children and young people who attend madressahs
- Discusses methods of ensuring the health and safety of madressah staff and pupils.

Meanwhile it is my considered view that a strong and positive partnership with the management committees of today will be tantamount to creating 'community confidence' with these elders of tomorrow. I believe that the landscape of Wakefield deserves it!

It is envisaged that all the Mosques in the Wakefield District will demonstrate their commitment to safeguarding and promoting the welfare of children by adopting these guidelines to procedures.

Glossary

Madressah = Islamic school

Madaaris = Islamic schools

Ustaad = Teacher (male)

Asatiza = Teachers

Ustaani = Teacher (female)

Although the above are the correct terminology, we have deliberately anglicised the plural words madressahs and ustaads throughout this guidance in view of their familiarity and widespread usage in many sectors of the local authority.

Behaviour Management

Responsibilities of the Mosque Committees

In all organisations involved in working with children, it has become increasingly important for management committees to make sure that they respond to the requirements and expectations of society and the law. Mosque committees now need to ensure that they have policies and procedures in place that look at the roles and responsibilities of people working with children, how to promote children's welfare, and how to protect them from harm.

Some of the ways in which mosque committees can achieve this are:

- By providing written guidance for ustaads about their responsibilities and the standard of care expected of them
- Ensuring that everyone understands his or her legal duties, through policies and training which the organisation should provide.

The safety and welfare of children are paramount. Therefore people working with children should come together so that this is provided.

Mosque committees should work towards:

- Providing a good practice guide
- Developing a clear framework for behaviour management in the madressah
- Providing guidance and training for ustaads on how to establish and maintain orderly and effective classes
- Providing information to all ustaads about child protection and the procedure to follow if someone raises a concern or makes an allegation
- Ensuring that ustaads are able to recognise the signs and symptoms of abuse, and that they know what to do about these concerns
- Having a procedure for checking that ustaads and other staff members have no recorded incident which could deem them unfit to teach
- Ensuring that ustaads understand that physical punishment of children is against the law in places caring for children, and therefore it must not be used under any circumstances in the madressah
- Ensuring that ustaads understand that verbal chastisement and humiliation of children is also unacceptable
- Setting down arrangements to ensure that the madressah building is safe
- Carrying out a risk assessment regularly
- Ensuring that there are clear procedures for dealing with accidents
- Ensuring that there is always at least one qualified first aider in the madressah
- Ensuring that emergency contact details are held on all children, including any medical conditions, and kept in a readily accessible position.

Ustaads should:

- Work in accordance with the madressah's behaviour management strategies
- Be familiar with and be able to follow the madressah policies for child protection
- Be aware that advice is available on health and safety matters within the madressah's Health and Safety Policy and what it means
- Report any defects or need for repairs to the management committee for remedial action to be taken
- Know where First Aid equipment is kept
- Know who in the madressah can give emergency First Aid
- Be familiar with and make use of the accident book with a copy for parents/carers and one to be kept as a record
- Regular meetings between the Ustaads to discuss the overall well-being of children, discipline and other related matters around children well-being.
- Know how pupils' parents are to be contacted in case of emergency.
- *Report Child Protection complaints to CPO in Madressah?*

Achieving Good Behaviour in the Madressah

Achieving good behaviour is not just expecting children to be quiet and obedient. It is important to teach children to live alongside others and encouraging them to understand individual rights and responsibilities.

In order for children to learn good behaviour, adults have to set an example because children learn not only through teaching, but also by seeing how adults behave towards them and other people.

Mosque committees, Madressahs management and ustaads in the madressah need to agree on what sort of behaviour is acceptable, and have agreed plans so that everyone follows the same system. Ustaad must keep in mind the individual mental and physical needs of each child. Ustaad must differentiate between children according to their needs and provide education according to their individual needs.

What you do as an ustaad either promotes or prevents good behaviour in your class.

An example of an agreement you could make with your class:

- Listen to adults and follow instructions
- Work hard and try your best
- Be kind to other people
- Understand that everyone is not the same as you
- Respect our mosque building and take care of our things
- Be sensible and stay safe
- Know the rules of the madressah and stick to them
- Must follow the rules and guidelines of the Madressahs. Keep Our Rules!

The following are good practice guidelines:

- **Be clear and positive** – explain fully to pupils what you want them to do. Tell them what they have to do, not what they don't have to do. Use positive statements rather than negative ones. For example, saying 'come and sit in your place' is better than saying 'stop running around'.
- **Use ignoring as a technique to reduce low-level poor behaviour** – your pupils want your attention and some think that bad behaviour will get it. Sometimes they may be right! Give your attention as a reward. For example, if a pupil is chatting when you are ready to start your class, choose a child who is nearby and say: 'Well done, Aysha, you are quiet and ready to learn'. This often results in other children paying attention. Be sure to give the first pupil some positive attention at the earliest opportunity.
- **Be consistent** – be the same from the day-to-day in what you allow or don't allow.
- **Be polite** – we cannot teach children to be polite if we do not show them politeness.
- **Be fair** – children will usually accept rules if they can see that they are fairly applied.
- **Appreciation** – every person is entitled to praise and appreciation for good work that they do. Similarly, children are very sensitive and also deserve praise and commendation for their performance. If a child performs well in class, it is imperative that you praise the child in the presence of all children so that they feel valued. This will also encourage other children to perform well in class. Also, it will encourage naughty children to perform well and try to improve their behaviour. This will bring a positive change in their behaviour and character.
- **Encouragement** – In order to improve behaviour and achievement during examinations, tests and other similar occasions, giving certificates, gifts and rewards will stimulate children to be more competitive. With this, there will be improvements in behaviour and also encourage more aptitude for learning.

Child Protection

The Children Act 1989

The Children Act 1989 is the most significant piece of children's legislation and provides the foundation for child care law in the UK. It includes recommendations on how children should be cared for and protected. The Children Act explains that children have certain rights and that they should be treated with respect. It confirms that the best interests of the child are paramount and gives rights to children to:

- Be protected from harm and neglect
- Be listened to
- Be told their rights
- Be given the opportunity to talk about any worries they might have
- Have their wishes considered when decisions are made about them.

The local authority is under a duty to investigate when it has reasonable cause to suspect that a child is suffering or likely to suffer significant harm (known as a Section 47 enquiry).

Significant depends on a range of factors:

- The severity of the injury/neglect
- Whether or not it is an isolated incident
- The degree of intent
- Whether or not it is part of a broader context of poor standards of care

Harm means 'ill-treatment' or the impairment of 'health' or 'development', listening or hearing abuse:

- Ill-treatment includes sexual abuse and forms of ill-treatment which are not physical, including verbal and emotional abuse
- Health means physical or mental health
- Development means physical, intellectual, emotional, social or behavioural development

The Children Act 2004

The Act places a duty on all agencies to carry out their work with a view to safeguarding children. It strengthens the structures in place to protect children by providing a Commissioner for children, and by the development of Local Safeguarding Children Boards to oversee the work undertaken by all agencies to safeguard children. It does not affect the provision made by the 1989 Act.

Understanding Child Abuse

'Show mercy to those on earth, and Allah will show mercy to you'

(Prophet Muhammad peace be upon him)

"Each of you is a care-taker and each of you will be asked about your duties as a care taker"

(Prophet Muhammad peace be upon him)

Most children receive the love and care they need to grow up as healthy and happy young people. However some children can end up being hurt and neglected. This means that they may not be treated in a safe and proper manner. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children may be abused in a family or in an institutional or community setting, usually by people known to them, and sometimes by strangers. We may choose to believe that such abuse does not occur within our communities, families or organisations. However incidents of abuse occur in all faith settings and can be perpetrated by anyone.

Below is a brief summary of the different forms of abuse.

Physical Abuse

Physical abuse is deliberately causing physical harm to a child. This might involve punching, kicking, biting, burning, shaking, throwing or beating with objects. Using belts, whips, sticks or similar objects as a form of administering discipline is also considered physical abuse. It may also include poisoning, giving a child alcohol or illegal drugs, drowning or suffocation. Physical abuse could also mean allowing other children to physically harm a child.

Emotional Abuse

Emotional abuse is where repeated verbal threats, criticism, ridicule, shouting, or lack of love, affection and warmth emotionally harms a child. It includes conveying to children that they are worthless, unloved, inadequate, or valued only if they meet the needs of another person. Emotional abuse can also include constantly belittling or threatening a child. It may involve causing children to feel frightened or in danger. Some level of emotional abuse is involved in all types of ill treatment of children. However this is much more difficult to detect than physical abuse because there are usually no physical signs.

Sexual Abuse

Sexual abuse involves any contact or interaction whereby a child or adolescent is used for the sexual stimulation of an older, stronger, or more influential person. This may involve direct or indirect sexual exploitation or corruption of children by involving them in inappropriate sexual activities. It includes any touching, stimulation, rubbing, or patting that is meant to arouse sexual pleasure in the offender. Sexual abuse can also involve sexual contact between a significantly older child and a younger child. In addition, it includes exposing children to pornography and unsuitable videos.

Neglect

Neglect means failing to provide basic essential care of children. Neglect happens when a parent or carer fails to provide adequate food, housing, clothes, medical care and fails to provide necessary supervision to protect children from physical harm or danger. It also includes failure to ensure access to education and failure to look after a child because the carer is under the influence of alcohol or drugs.

Training will be provided to explain these definitions in detail.

Recognising Signs and Symptoms of Possible Abuse

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

Indicators of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are normally exposed to falls, rough games, etc
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns, fractures, etc which do not have an accidental explanation
- Inconsistent accounts of the cause of injuries
- Frozen watchfulness

Indicators of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- Child with an excessive preoccupation with sexual matters and age-inappropriate knowledge of adult sexual behaviour, or who regularly engages in age-appropriate sexual play
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained tummy pains
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home

- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders such as anorexia and/or bulimia.

Indicators of possible emotional abuse

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy, depression, aggression, extreme anxiety
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention, not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing, lying.

Indicators of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair, untreated lice
- Clothing that is unclean, under or oversized, or inappropriate for the weather conditions
- Frequently left unsupervised or alone for periods of time
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts, or physical complaints not responded to by carer
- Frequently hungry
- Overeating junk food.

The Effects of Abuse and Neglect

The sustained physical, emotional, sexual abuse or neglect of children can have major long-term effects on all aspects of a child's health, development and wellbeing. They can grow up to feel worthless, unlovable, betrayed, powerless, confused, frightened and mistrustful of others. They might feel, wrongly, that the abuse is their fault.

- Children have a right to be safe
- Children are not to blame for being abused
- Children should not feel they have to deal with abuse on their own
- Children should tell a person they could trust if they are being abused in any way.

Physical Abuse

Physical abuse can lead directly to neurological damage, physical injuries, and disability or – at the extreme – death. Harm may be caused to children both by the abuse itself and by the abuse taking place in a family or institutional context where there is conflict and aggression. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems, and educational difficulties.

Emotional Abuse

There is increasing evidence of the adverse long-term consequences for children's development where they have been subject to sustained emotional abuse. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

Sexual Abuse

Disturbed behaviours, including self-harm, inappropriate sexualised behaviour, sadness, depression and a loss of self-esteem, have all been linked to sexual abuse. Its adverse effects may endure long into adulthood. The severity of impact on a child is believed to increase the longer the abuse continues, the more serious the abuse,

the younger the child at onset of abuse, and the closeness of the relationship to the abuser. A child's ability to cope with the experience of sexual abuse, once recognised or disclosed, is strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. A proportion of adults who sexually abuse children have themselves been sexually abused as children. They may also have been exposed as children to domestic violence and lack of adequate care. However, it would be quite wrong to suggest that most children who are abused will inevitably become abusers themselves.

Neglect

Severe neglect of young children is associated with major impairment of growth and intellectual development. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationship and educational progress. Neglect can also result, in extreme cases, in death.

The Role of Agencies in Child Protection

The principal agencies that are involved in investigating and dealing with child protection cases are Social Services, the Police and the NSPCC. However other agencies and support services whose contact with children may put them in a position to help include health professionals (including school nurses), education welfare services, schools and voluntary organisations.

Family Services

In Wakefield, social services are called Family Services. This is the part of the Wakefield MDC which provides help and support to families. It includes services for adults (Older People's Service, Adults with Learning or Physical Disabilities, mental health problems), Education services and services for children in need.

One of the main objectives for Children's Social Care is to ensure that all children are protected from harm. Local authorities have specific legal duties in respect of children under the Children Act 1989. They also have a general duty to safeguard and promote the welfare of children in their area who are 'in need'. They are required to do this in partnership with parents and in a way that is sensitive to the child's race, religion, culture, language, gender and disability.

Children's Social Care also has a duty to make enquiries if they have reason to suspect that a child in their area is suffering or likely to suffer significant harm. Due to their responsibilities, duties and powers in relation to vulnerable children, Children's Social Care are the principal point of contact for children about whom there are child welfare concerns. They can be contacted directly by parents or family members seeking help, concerned friends and neighbours or people working with children such as ustaads in madressahs.

The central point for contact for all queries or referrals to Adult or Children's Social Care is Social Care Direct (0845 8503503).

The Education Service

People who work in the education service should contribute to the safeguarding of children and child protection processes. All schools and colleges have a pastoral responsibility towards their pupils. They play an important role in the prevention of abuse and neglect, through their own policies and procedures for safeguarding children, and through the curriculum.

Children can be helped to understand what is and what is not acceptable behaviour towards them, taught about staying safe from harm, and how to speak up if they have worries or concerns. Through their day-to-day contact with pupils and direct work with families, education staff have a crucial role to play in noticing indicators of possible abuse or neglect, and in referring concerns to Social Care Direct.

Independent Schools

The role of the independent schools in relation to child protection is the same as those of any other school and the same pastoral responsibilities apply. It is particularly important for independent schools to establish effective channels of communication with Family Services, so that children requiring support can receive prompt attention and any allegations of abuse can be properly investigated.

Health Services

All health professionals, in the NHS, private sector, and other units, play an essential part in ensuring that children and families receive the care, support and services they need in order to promote children's health and development.

Because of the universal nature of health provision, health professionals are often the first to be aware that families are experiencing difficulties in looking after their children.

General Practitioners

General Practitioners (GPs) and other surgery staff are well placed to recognise when a child is potentially in need of extra help or services to promote health and development, or is at risk of harm.

Surgery consultations, home visits, treatment room sessions, child health clinic attendance, and information from health visitors, midwives and practice nurses may all help to build up a picture of the child's welfare. It can alert the team if something is drastically wrong.

Midwives, Health Visitors and School Nurses

Midwives are involved with parents from pregnancy to some time after the baby's birth. As well as working with mothers to ensure a health pregnancy and offering advice on childcare and parenting, the close relationship they foster with parents provides an opportunity to observe attitudes towards the developing baby. They can identify potential problems during pregnancy, birth and the child's early care.

Health visitors are often the starting point for child protection referrals. Like few other professional groups, health visitors provide a universal service, which, coupled with their knowledge of children and families and their expertise in assessing and monitoring child health and development, means they have an important role to play in all stages of family support and child protection.

School nurses have regular contact with children in school. Their skills and knowledge of child health and development means that in their work with children, in promoting, assessing and monitoring health and development, they have an important role in child protection.

The Police

Protecting life and preventing crime are primary tasks of the Police. Children are citizens who have the right to be protected by the criminal law.

The Police have a duty and responsibility to investigate criminal offences committed against children, and such investigations should be carried out sensitively, thoroughly and professionally. All police forces have Child and Public Protection Units who will take primary responsibility for investigating the criminal aspect of child abuse cases.

The decision as to whether or not criminal proceedings should be initiated are based on three main factors:

- Whether or not there is sufficient evidence to prosecute
- Whether it is in the public interest that proceedings should be instigated against a particular offender
- Whether or not a criminal prosecution is in the best interests of the child

In addition to their duty to investigate criminal offences, the Police have emergency powers to enter premises and ensure the immediate protection of children believed to be suffering from, or at risk of significant harm.

NSPCC and the Voluntary Sector

Voluntary organisations fulfil a very important role in providing information and resources to the general public about the needs of children and the resources available to help families.

The main concern of the NSPCC is to identify and prevent cruelty to children. They run a 24-hour Child Protection Helpline for people who are concerned about children who may be abused or at risk. They also provide a telephone Helpline in five South Asian languages Monday-Friday between 11am-7pm. They are authorised to initiate proceedings under the Children Act 1989 and like Family Services can apply for care, supervision and child assessment orders.

Other voluntary organisations undertake assessments of need and provide therapeutic and other services to children who may have been abused. Such services are often provided within the context of child protection plans for children who are the subject of a child protection plan.

The Role of Family Services and the Police

The Children Act 1989 is the law, which says what Family Services must do when there is a report that a child or children might be at risk of abuse or significant harm. Its guiding principle is that the welfare of the child must always come first.

What happens when concerns are reported to Social Care Direct?

Social Care Direct has a duty to make enquiries in such cases, and these must start within 24 hours of any report being received. All enquiries have to follow the Wakefield and District Safeguarding Children Board inter-agency Child Protection Procedures.

How do the Police and Social Services work together?

Social Services have to discuss this information with the Police in the Police Child and Public Protection Unit. The Unit is staffed by plain clothes officers trained to work with children. In particular they are trained at interviewing children about allegations of mistreatment.

Social Services and the Police then agree what to do next. For example, a medical examination by a paediatrician might be needed to give an opinion about how an injury might have been caused. The child would be spoken to alone, unless they are too young to understand. Normally this would require the permission of parents, unless asking for their permission would increase the risk of harm to the child or compromise any investigation.

How are children interviewed?

Police and Social Services would decide whether the child should usually be interviewed on video about the allegations. When this happens, the interview takes place at a special video suite. The child is interviewed only by officers and/or social workers trained in this work. The interview is the start of a criminal investigation, and can be used as evidence in Court.

These procedures are in place to make it less difficult and distressing for a child if they have to make a statement and give evidence to a Court.

What should I do if I am worried about a child?

The section in this guidance 'How to Respond to a Child Wanting to Talk About Abuse' explains how to deal with any concerns you have about the welfare of a child at the madressah.

What happens when the child protection enquiry has finished?

If it is decided that a child has suffered 'significant harm', or is likely to be at risk, then a Child Protection Conference may be called. This is a meeting of professionals who decide whether or not a child needs to be made the subject of a Child Protection Plan. The meeting could involve parents, teachers, doctors, health visitors, school nurses and social workers. Staff from other organisations may be invited if they have relevant information or can give advice. In some circumstances the police may also attend. The child is invited if he or she wants to attend and is old enough to understand what is being discussed. The Police and Crown Prosecution Service will also be deciding whether criminal charges will be brought against the alleged abuser.

What happens if a child is made the subject of a Child Protection Plan?

This means there has to be a plan written to reduce the risks to that child. A group of professionals and the child's parents or carers work together to put this into practice. The plan is reviewed on a regular basis until it is agreed that the risks are no longer there or they have been reduced to an acceptable level.

What happens if children are taken into care?

Sometimes it is not possible to work with a family to protect children unless they are removed from their home and/or legal action is taken. There are a variety of court orders available. The effect of a Care Order is to give responsibility to Social Services to decide where a child should live (such as in a foster home) and to make decisions about their day-to-day care. The court makes the final decision about such children after assessments and reports are presented to court.

What happens if an ustad is said to have hurt a child?

It is important that children are listened to if they say an ustad has hurt them deliberately. A detailed account of how such complaints are dealt with is provided in the Safeguarding Procedures section of this document.

What happens after the enquiry is completed?

If the consensus at the Strategy Meeting is that the ustad has not harmed the child, then there will still be a need to address the following issues:

- How should the ustad be supported?
- How should the relationship between the child and the ustad be managed after this incident?
- If needed, how can communication between the madrasah and the family be improved?

If the evidence shows that it is likely the child was harmed by the ustad, or that the ustad ignored madrasah rules or acted irresponsibly, the mosque committee will need to decide whether to take disciplinary action.

Only a minority of child protection enquiries lead to a criminal trial. This does not always mean that nothing has happened or that there is no risk to the child. The mosque committee will need to decide whether this person can be entrusted with the supervision of children.

The Strategy Meeting might also make recommendations to reduce the likelihood of any incidents occurring in the future (e.g. advice to the ustaads on behaviour management; an agreement between a particular family and the madrasah about how any future difficulties will be tackled).

It is recommended that the families of children attending the madrasah are made aware of complaints against ustaads on child protection matters so that the families can be confident they will be taken seriously. For example, policies and procedures could be displayed prominently in the building or brief information leaflets sent home.

Policies and Procedures

Behaviour Policy Statement

Working on good behaviour

We believe that good behaviour is important for children and young people to learn effectively. To help achieve this, we will:

- Set out clearly what behaviour we expect in our madressah.
- Explain this to children and give them regular reminders about good behaviour.
- Act as models of good behaviour for the children to follow.
- Praise and reward children whose behaviour is good.
- Be consistent and fair in the way we apply the rules.
- Use a range of systems to deal with incidents of bad behaviour.
- Let parents know what we expect and how we will deal with incidents of bad behaviour.
- Remember that it is normal for children, especially the younger ones, to need regular reminders.

Children's behaviour is affected by what happens in the madressah.

To achieve good behaviour, ustaads should consider:

- Do children understand what they have to do?
- Is the work at the right level – not too easy or difficult?
- Do the children have enough space to work in?
- Do the children have a change of activity (especially younger pupils)?
- Are children's efforts recognised and praised?

Praise and encouragement are more effective for achieving good behaviour than criticism and punishment.

Physical punishment is illegal and will not be tolerated in this madressah.

Safeguarding Children Policy and Procedures

Safeguarding Children Policy

1. All ustaads and volunteers of the Madressah have a duty to prevent the physical, sexual and emotional abuse and neglect of children taking part in any activities organised by the Madressah.
2. All ustaads and volunteers of Madressah have a duty to report any abuse discovered or suspected. This must immediately be brought to the attention of the Madressah Child Protection Officer.
3. All ustaads and volunteers have a responsibility to share information about the protection of children with the appropriate agencies such as Family Services and the Police.
4. If a child makes an allegation about abuse by the parent or carer, the Madressah Child Protection Officer will first have to contact Social Care Direct before a decision is made about who will speak to the parents or carers and when.
5. If a child makes an allegation about abuse by an ustaad, the Madressah Child Protection Officer will first contact Social Care Direct before a decision is made about who will speak to him and when.
6. The Madressah Child Protection Officer will ensure that written records are kept for 3 years and kept securely.
7. All parents and carers of children attending the Madressah will be given a copy of this policy.

8. All ustaads and volunteers will be appointed subject to a police check and a suitable reference.
9. The Madressah will review this policy annually.

Safeguarding Children Procedures

The Children Act 1989 gives every child the right to protection from abuse and exploitation.

The WDSCB and the Wakefield Mosques have developed the following safeguarding children policy and procedures. Each Mosque must appoint a designated Madressah Child Protection Officer responsible for the coordination of child protection procedures and for liaison with the appropriate agencies.

Procedures to follow if a concern exists about the welfare of a child

1. If an ustaad has concerns about the welfare of a child he will discuss the matter with the Madressah Child Protection Officer (MCPO).
2. Ustaads must complete form CP1 as soon as practicable.
3. The Madressah Child Protection Officer will read and countersign form CP1.
4. The Madressah Child Protection Officer will immediately contact Social Care Direct to discuss the information and send them a copy of form CP1 for their records or make an electronic referral.
5. The Madressah Child Protection Officer will complete and sign Form CP2.
6. The Madressah Child Protection Officer will ensure that any written records include the date, event and action taken and are maintained in a secure location. (ie forms cp 1 and cp 2)
7. Social Care Direct will discuss the case with the caller and offer advice on the best way forward.
8. If Social care direct consider that the child is suffering from significant harm they will contact the police and have a strategy discussion to decide how to proceed. S47 enquiries will be made and if the child is considered to be at continuing risk of significant harm a child protection case conference will be convened.
9. The case conference will consider all the information before it and if the child is at continuing risk of significant harm they will be made the subject of a child protection plan.

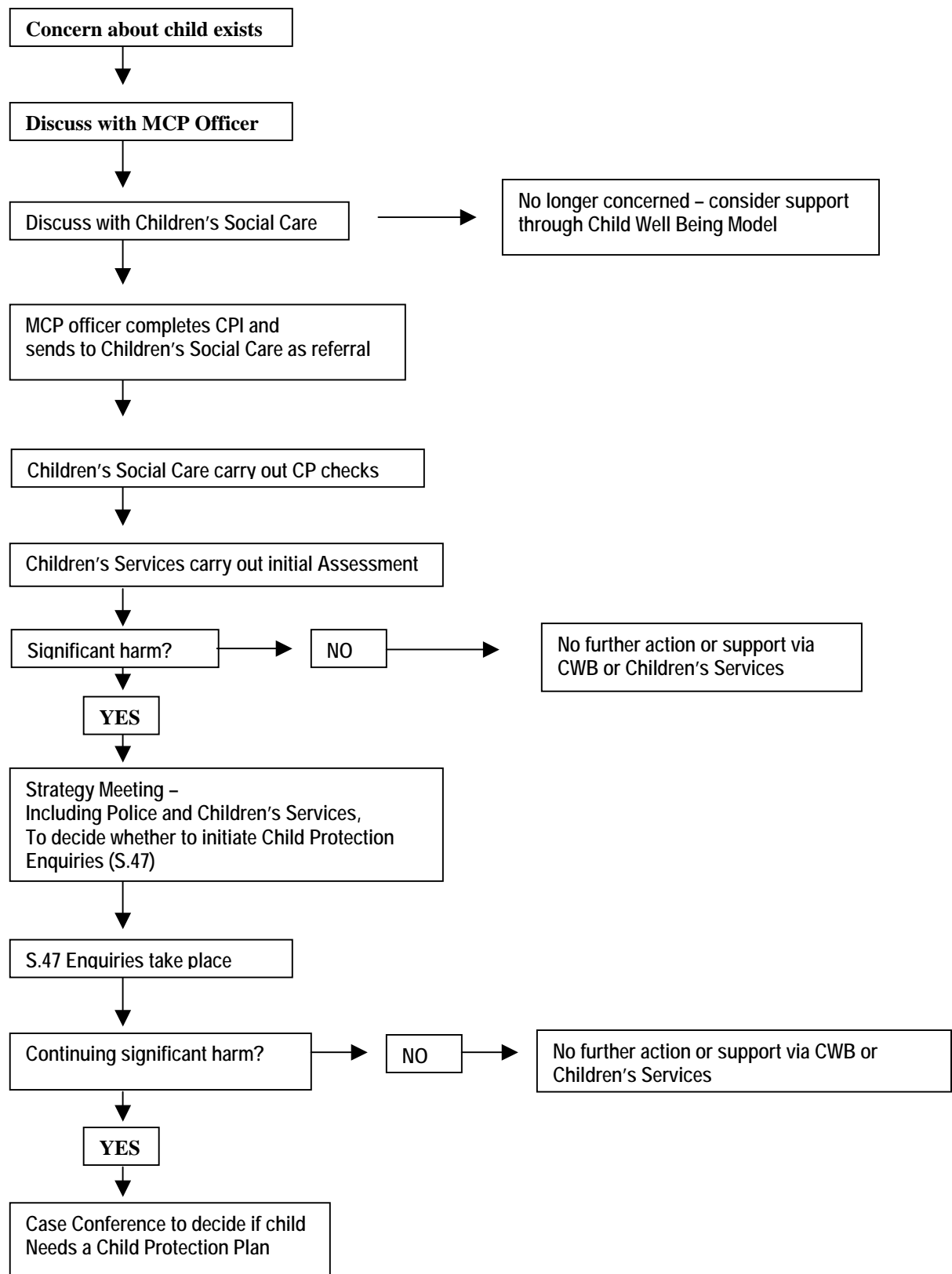
For more detailed information on the child protection procedures Wakefield & District Inter-agency Safeguarding Children procedures can be accessed through the WDSCB website (www.wakefield.gov.uk/lscb)

Procedures to follow if a an allegation has been made about a member of staff

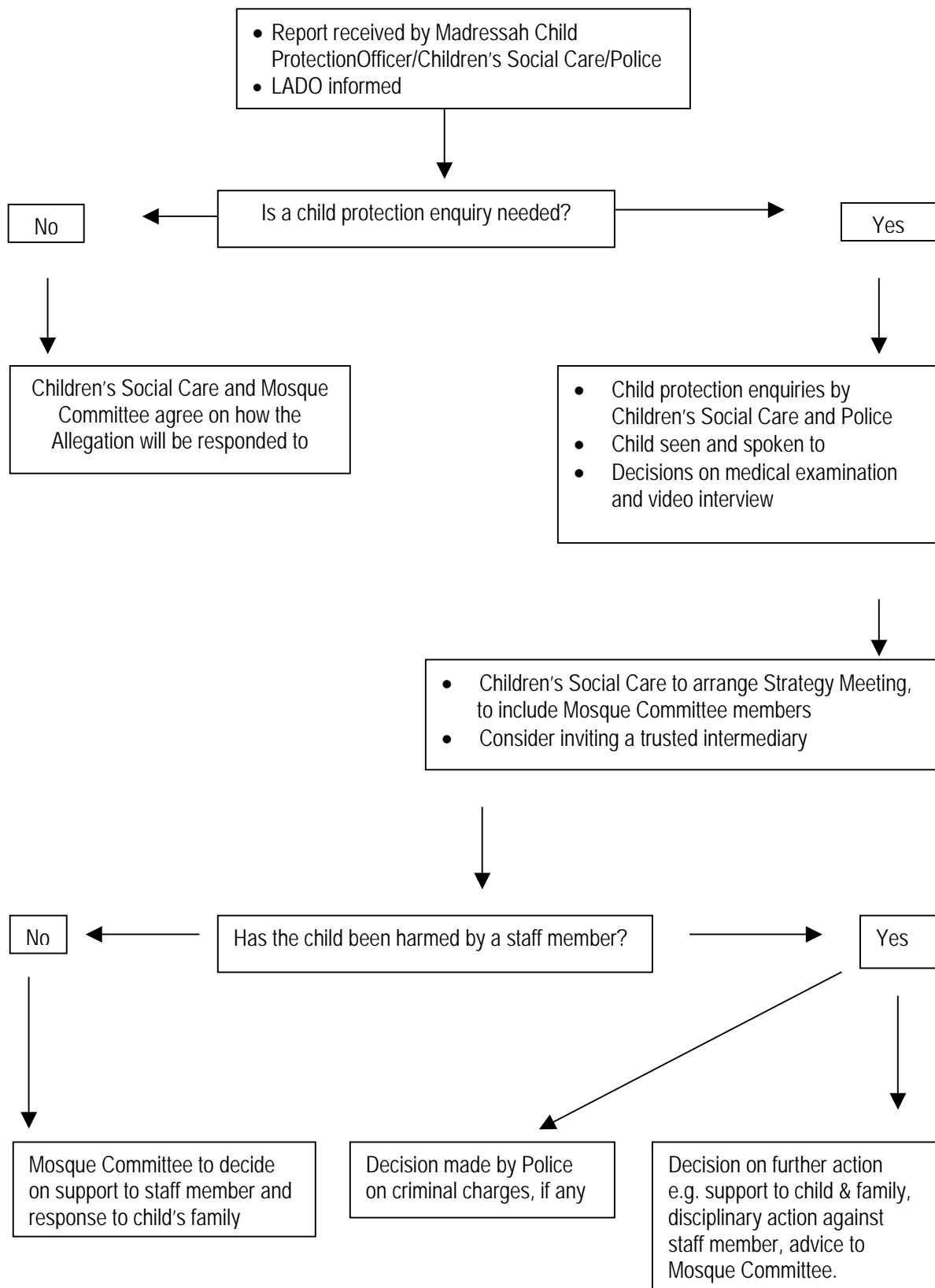
1. In the first instance any concern about an ustaad must be reported to the Madressah Child Protection Officer unless the concern is about the Child protection officer in which case see 4 below .
2. The Madressah Child Protection Officer will complete form CP1.
3. The Madressah Child Protection Officer will immediately contact Social Care Direct to discuss the information and send them form CP1.
4. If the Madressah Child Protection Officer is the person against whom the allegation is made, either the President or Secretary of 'Madressah' must be notified immediately. The President or Secretary will then complete form CP1 and contact Social Care Direct to discuss the information and send them form CP1.

5. Any allegation against senior members of the Mosque Committee should be reported to the Secretary or President unless the allegation is against the Secretary or President.
6. The Madressah Child Protection Officer will complete and sign Form CP2, unless the allegation is against the MCPO in which case the President or Secretary will do this. The Madressah Child Protection Officer will ensure that any written records include the date, event and action taken and are maintained in a secure location.
7. The president or Secretary of the Madressah, or the Madressah Child Protection Officer should be involved in this process by discussing the issue and taking them in confidence before any formal investigation against any Ustad. There are two advantages of this:
 - a. Once the enquiry is completed, the children and family who made complaint against Ustad will not feel isolated or abandoned within their community as they will have plenty of support by the Mosque and Madressah management and will feel safe. Furthermore, people will receive support and confidence from Mosque and Madressah management.
 - b. There will be no tensions between statutory organisations who carry out investigation and Mosque and Madressah management. Rather, there will be understanding, and trust will be maintained which would lead to further cooperation between organisations in other projects and ultimately result in increased peace and progress within the wider community. However it is important that information within the Mosque is shared on an 'need to know' basis'. Other members of the Mosque Committee must not be informed until this has been agreed at the Strategy Meeting.
8. The Local Authority Designated officer (LADO), who has responsibility for all allegations against professionals will be informed by social care direct and a strategy meeting arranged to discuss the best way to proceed. The President, Secretary or Madressah Child Protection Officer should be invited to this meeting if appropriate, however the person about whom the allegation is made will not be invited. (Please see Wakefield Inter-agency safeguarding Children procedures for more information on dealing with allegations against professionals).
9. The actions agreed at the strategy meeting will be carried out and the LADO will have responsibility for ensuring an outcome is reached in a timely manner.
10. For each investigation regardless of the outcome the agencies should work closely with the concerned Mosque/Madressah so that in future such situations can be avoided.

Summary of what to do if you have concerns about a child



Summary of what happens when an allegation is made against a member of staff



How to Respond to a Child Wanting to Talk About Abuse

Because of their day-to-day contact with individual pupils, ustaads and other staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Where ustaads and other staff see signs, which cause them concern, they should seek information from the child with tact and sympathy.

It is not, however, the responsibility of ustaads and other staff to investigate suspected abuse.

The chief task at this stage is to listen to the child, not interrupt if he or she is freely recalling significant events, and to make a note of the discussion to pass on to the designated Madressah Child Protection Officer. Record the time, date, place and people who were present as well as what was said.

Staff should not give undertakings of absolute confidentiality. They should not promise not to tell anyone else. They should also be aware that their recording of the 'episode' might need to be used in any subsequent court proceedings.

- Do not try to question the child in detail. If a child says that someone has hurt them, listen carefully, and explain that you will have to tell someone else who will help them stop this happening. Tell them that you believe them.
- Make a note of what was said as soon as possible, remembering the exact words used if you can. Don't make judgements but rather evidence-based recordings.
- It is important that you do not 'interview' the child, as there is a risk of you asking leading questions that could undermine any criminal enquiry. For example, if you see a large bruise on a child, it is fine to say, "how did you get that" – but not "did you get that by..." Anything beyond this could compromise other enquiries.
- The child might be frightened about what will happen. Explain that you cannot keep what they say a 'secret'. People can only help if they know what is happening.
- Explain that you won't talk to whoever they are saying has done it, but it will be reported to people who are trained to help children in similar situations, so that they can be kept safe.
- Inform the Madressah Child Protection Officer or the Madressah Head Teacher who should contact Social Services promptly. Social Services will need details of the full name and address of the child and also their date of birth if you have this.
- We strongly recommend that ustaads and other staff do not discuss allegations with any other people. The child and the family have a right to confidentiality, with only people who 'need to know' sharing information. The Madressah Head Teacher of the mosque committee should inform you of what action they have taken.
- You always have the right to contact Social Services directly if you think a child is at risk and action is not being taken to protect that child.
- If the child says their carer has harmed them, at this stage it is important that you do not discuss child protection concerns directly with the carers. Social Services will decide how the parents will be approached having considered the information, made other enquiries, and discussed the matter with the Police.
- Sometimes a child or young person will not say that anyone has hurt them, but will show indicators of possible abuse (see Recognising Signs and Symptoms of Possible Abuse). If you have any concerns, discuss these with the Madressah Child Protection Officer or the Madressah Head Teacher. Social Services can always be contacted for advice.
- Social Services will not automatically start a child protection enquiry if you contact them. The Social Worker will consider the information and might ask you some questions about your knowledge of the child and family before deciding on the best response.
- If a child protection enquiry is not thought necessary, other forms of help can still be offered to the family (such as help with family problems, and undertaking an assessment to understand why a child is behaving in a certain way).

Confidentiality

Confidentiality is always important, but in relation to child protection, it is essential. Ustaads have a professional responsibility to share appropriate information about child protection with other professionals, especially Social Services and the Police. Information should only be shared with those who need to know.

If a child confides in an ustad and request that the information is kept secret, it is important that the ustad should reassure the child that they have done the right thing in telling them. However, the child will need to be told sensitively that other people will be informed in order to stop the child being hurt any more. Promises of confidentiality should not be made. Once informed of abuse or abuse is suspected, an ustad has a duty to report it. Within that context the child should be assured that the matter would be disclosed only to people who need to know about it.

Ustaads who receive information about children and their families in the course of their work should not discuss that information with inappropriate persons, e.g. family or community members that could potentially harm the very children that need the most protection.

Child protection records should be kept securely locked.

Recruitment of staff

Many organisations may feel that their recruitment processes are as robust and effective as they can be. However there is always room for improvement especially when recruiting people into positions of trust.

All organisations whose staff and volunteers work closely with children should therefore have policies and procedures in place to ensure that all potential employees are subject to a thorough recruitment and selection process.

The following important features should be considered:

- Asking candidates to confirm their identity through official documents such as a birth certificate, driving licence or passport.
- Verifying the authenticity of academic and professional qualifications.
- Seeking a full employment history from prospective ustaads.
- Taking up references directly from the current and the most recent employer.
- Checking with former employers the reason why the employment ended.
- Making appointments only after references are obtained and checked.
- Making all appointments to work with children subject to a probationary period.
- All applicants should be asked to declare any convictions, cautions or bind-overs.
- An enhanced criminal record check should be made to verify their declaration.

Each Mosque and Madressah must adopt the recruitment strategy for their organisations in which they clearly define the recruitment process from advertising to the appointment procedures. It is the duty of the Madressah and Mosque to make sure that their recruitment process is clear, robust and effective so that the best person can be appointed for the job.

Training

The Wakefield and District Safeguarding Children Board (WDSCB) is an inter-agency forum that brings together representatives from each of the main agencies responsible for helping to protect children from abuse and neglect. WDSCB seeks to ensure that strategic objectives, policies and systems exist to achieve coordination and effective delivery of the range of services required to support vulnerable children and their families.

WDSCB Child Protection Training Course

The following courses are part of an annual training programme. There is usually no charge for attending any of the courses. However places are limited and you will be advised of dates, time and availability of application. To

apply for places please contact Staff Development on 01924 302128. All ustaads should undertake at least a basic Child Protection course.

Introduction to Child Protection

Target group: For those people from statutory, voluntary, private or independent agencies who come into contact with children and their families who need a basic understanding of child abuse and the procedures to follow.

Aim: To develop an awareness of child abuse and what should be done by those who encounter it.

Course provided by Wakefield Voluntary Sector Training Forum.

Working together

Target group: This course is for all staff from statutory, voluntary, private and independent agencies that have responsibility for child protection. It is for staff who may be required to attend child protection conferences and work with children and family members as part of a child protection core group.

Aim: To give participants a comprehensive understanding of the nature and impact of child abuse, and their responsibilities for the effective working of the child protection system.

Course provided by Wakefield District Safeguarding Children Board. Contact Staff Development.

The WDSCB provides a range of other courses:

- Making an impact: Domestic Violence and Children
- Child Protection and Substance Misuse
- Child Protection and Mental Health
- Child Sexual Abuse

Further details of all courses are provided in the WDSCB training brochure which can be found on the WDSCB website (www.wakefield.gov.uk and search for 'safeguarding')

Details of courses provided by the Voluntary Sector Training Forum can also be found on the WDSCB website under "Information for Voluntary Sector Organisations".

Health & Safety

Health & Safety Policy

The **Health and Safety at Work etc. Act 1974** states that employers who have more than five employees must have a written Health & Safety Policy. A policy consists of three sections:

The Policy Statement will state your intent to ensure so far as is reasonably practicable the health, safety and welfare of employees and children. Specific duties under the Act are as follows:

- Provision of safe plant, equipment and systems of work, without risks to health.
- Arrangements for safe use, handling, storage and transport of articles and substances and adequate information on precautions to reduce risk to health.
- Provide all necessary information, instruction, training and supervision to secure the health, safety and welfare of all employees.
- Maintenance of all plant, machinery and equipment to ensure the safety of not only employees and sub-contractors, but also any person who may be affected.
- A safe working environment without risks to health.

The Organisation Section will show how health and safety duties have been delegated starting with the most senior manager through to all employees. This section will indicate the standards expected to achieve good health and safety performance. These will cover who does what, how often and with what results.

The Arrangements Section will show all the arrangements that have been made to implement the policy.

Here are some of the headings you would expect to see in a good policy:

- Accident reporting procedures.
- Communicable diseases, infections and medical conditions.
- Consultation with employees.
- Contractors.
- Control of substances hazardous to health [COSHH].
- Maintenance programme for electrical equipment.
- Emergency procedures to include fire and bomb threats.
- First aid arrangements.
- Gas safety.
- Risk assessments.
- Safety rules.
- Security provisions.
- Training provision to include induction, specific and refresher training.

This list is not exhaustive and your contents should cover any arrangements you have made as a result of your risk assessments.

Fire Safety

One of the fundamental requirements of the fire safety is to ensure that all personnel within a building can evacuate safely in the event of fire. Every madressah should therefore have an emergency plan which ustaads and management committees must be made aware of.

The emergency plan should include:

- The action to be taken by staff in the event of discovering a fire.
- The evacuation procedure to include an assembly point where a roll call would be taken.
- Arrangements for calling the fire brigade.

Principle and procedures

It is not possible to construct a model procedure for action in the event of discovering a fire, which is suitable for all madressah premises. However the following plan of action shows points that would normally be covered.

This plan can be adapted accordingly to suit different madressah premises or risks. For small madressahs this could take the form of a simple fire action notice posted in a prominent position and a plan showing the means of escape and assembly point. For larger madressahs a more detailed plan will be required.

Raising the alarm

All ustaads should be familiar with the procedures for activating the fire alarm. The alarm should be activated immediately when a fire is discovered. The alarm may be raised automatically via a fire detector system or by operation of a manual call point or by any other means. The emergency plan should explain how the alarm is supposed to be raised and the subsequent actions to be taken.

Every ustad must ensure that all madressah pupils are guided to a place of safety. Those in charge of children with special needs, such as wheelchair-users, must take extra care and safely assist these users off the madressah premises to the assembly point.

Madressahs should hold fire practices regularly.

Calling the Fire Brigade

The duty of informing the Fire Service via activating an alarm must be specifically allocated to a designated person or persons. This facility must be made available at all times when madressah premises are occupied.

Evacuating premises

On hearing the alarm everyone must immediately leave the building, calmly and quickly, by the most direct route. They should not be delayed by stopping to collect belongings. Depending on the layout of the building, nominated fire marshals should ensure that each area is evacuated, including toilets and ablution areas.

Assembly points should be predetermined and everyone should be made aware of their locations. These points should be in a safe place and equal to at least twice the building's height as a minimum distance and preferably be under cover. It may be necessary to assemble in groups according to work or class settings.

Roll / Register call

One person in each section of the building should have the duty of taking a roll call at the assembly point so that a quick check can be made. The Fire Brigade should be informed on arrival if anyone is not accounted for.

Attacking the fire

A sufficient number of staff throughout the madressah should be trained in the use of fire extinguishers. Staff should only attempt to tackle a fire if they feel confident of not endangering themselves.

Fire fighting should only be carried out bearing in mind personal safety. If there is any doubt about the ability to extinguish the fire safely, it should be left for the Fire Brigade to deal with.

An emergency plan for fire evacuation is considerably different from an evacuation in respect of a bomb threat. There are distinct differences in procedure to observe, and you should therefore seek further advice from:

West Yorkshire Fire Authority
Oakroyd Hall
Bradford Road
Birkenshaw
West Yorkshire
BD11 2DY
Telephone 01274 682311

First Aid

Children and employees in madressahs can suffer injuries or fall ill. It does not matter whether the injury or the illness is caused by the work they do or not. What is important is that they receive immediate attention and that an ambulance is called in serious cases.

The Health and Safety (First Aid) Regulations 1981 require you to provide adequate and appropriate equipment, facilities and personnel to enable First Aid to be given if anyone is injured or becomes ill.

The minimum First Aid provision on any work site is:

- A suitably stocked First Aid box.
- An appointed person to take charge of First Aid arrangements.

It is also important to remember that accidents can happen at any time. Therefore First Aid provision needs to be available at all times.

What should I put in the First Aid box?

- A guidance leaflet.
- Plasters.
- Sterile eye pad.
- Triangular bandages.
- Safety pins.
- Large/medium individually wrapped unmedicated wound dressings.
- Individually wrapped moist clean wipes.
- Disposable gloves.

You should not keep tablets or medicines in the First Aid box.

Appendices

Appendix 1

Protection Form CP1 (To be completed by the ustad)

Name of child:

Child's contact details:
(Address and telephone number)

Name of parent / carer:

Names of other children in the household:

Names of other adults in the household:

What has happened, or what was seen, or details of the concern?
(Use the child's own words)

When did it take place?

Who else, if anyone, was there?

What was said by those involved?

What, if any, evidence of possible harm can be recorded?
(E.g. bruises, bleeding, changed behaviour)

Who else has been told about this incident?

Who was involved in the incident?
(If possible, record in what way)

Name of person completing this form
(Please print)

Signature:

Date and Time:

Signature of Madressah Child Protection Officer:

Date and Time:

Child Protection Form 1B

(To be completed by the Madressah Child Protection Officer)

Name of person at the Children & Families Unit, the Child Protection Unit or the Emergency Duty Service case referred to:

Date of referral:

Time of referral:

How was the case referred to the agency?

Telephone?

Fax?

Email?

Other, please state

What advice was given by the agency?

Have the parents of the child(ren) been informed?

If the allegation is made against a member of staff, have they been informed?

Has the Chair or Secretary of the Madressah been informed?

Action Taken (give details below)

No further action

Name of Madressah Child Protection Officer:

Signature of Madressah Child Protection Officer:

Date and Time:

General Practice in Madressahs

The list below provides Madressahs with a check list of actions to assist them in achieving best practice in the Madressahs. Wherever possible the Wakefield and District Safeguarding Children Board will assist the Madressahs in completing these actions.

- Madressahs should develop a Behaviour Policy, stating clearly the agreed methods of discipline. This should be displayed in key strategic locations such as the reception area and in the classrooms.
- Madressahs should develop a Child Protection Policy, stating clearly the procedures for handling suspected cases of abuse, including procedures to be followed if an ustad or other member of staff is accused of abuse.
- Madressahs should have a designated Madressah Child Protection Officer, a member of staff with knowledge and skills in recognising and acting upon child protection concerns.
- The designated Madressah Child Protection Officer should receive appropriate training and access to ongoing support from the statutory agencies of the WDSCB.
- All ustaads should receive training in behaviour management, disability awareness, gender issues, and child protection procedures, including skills to recognise the signs of abuse and neglect, and to whom they should report concerns or suspicions.
- Madressahs should develop a Health & Safety Policy, which should include arrangements for fire safety, First Aid, and procedures for operating the fire alarm system, fire extinguishers and accident reporting.
- Madressahs should have a designated person to administer First Aid.
- Madressahs should develop an effective complaints procedure and make it available within the communities they serve in the relevant community languages.
- Madressahs should promote criminal record checks with the Police for current staff and potential recruits.
- Madressahs should develop Anti-Bullying Policies, which include verbal abuse and extends to racial abuse.
- Madressahs should promote inclusive strategies for children with Special Educational Needs, including physical disabilities.
- Madressahs should hold incidents records and discuss them annually in order to continue improving their systems.
- Madressahs should enable parents to have access to all their policies and procedures, including providing copies to take home.

Useful Contacts

FAMILY SERVICES:

Social Care Direct: 0845 8503503

Complaints, Comments and Compliments: 01924 306802

EQUALITIES AND DIVERSITY SERVICE

Tel: 01924 303677

POLICE:

General Enquiries: 0845 6060606

Child and Public Protection Unit

Tel: 01924 293870

Fax: 01924 293879

In an emergency call the Police on 999

NSPCC:

Child Protection Helpline

Freephone: 0800 800 5000 (24 hour)

Textphone (for deaf and hard of hearing people): 0800 056 0566

Website: www.nspcc.org.uk

Asian Child Protection Helpline

Freephone: 0800 096 7719 (Mon-Fri, 11am-7pm)

Email: helpline.asian@nspcc.org.uk

Bengali 0800 096 7714

Punjabi 0800 096 7717

Gujarati 0800 096 7715

Urdu 0800 096 7718

Hindi 0800 096 7716

CHILDLINE:

Freephone: 0800 1111

Minicom: 0800 400 22

Website: www.childline.org.uk

Wakefield & District Safeguarding Children Board

Website: www.wakefield.gov.uk and search for "safeguarding"