

Safeguarding Children in Madrassahs

A Good Practice Guide



Revised May 2019

Foreword from the Independent Chair of the Stoke-on-Trent Safeguarding Children Board

As the Chair of the Stoke-on-Trent Safeguarding Children Board I am delighted to have this opportunity to introduce this guide to safeguarding.

The local Madrasahs play a very important role in the community, supporting the education and enrichment of children and young people in our City. Such activities are of enormous benefit to our young people and help them to grow, develop into adults and take their place in society and thereby creating a positive lasting legacy for the generations of children to come.

Promoting the welfare of children and young people is clearly everyone's responsibility and accordingly the Safeguarding Board is seeking to ensure that all people in a position of trust teaching and working with our children and young people have the skills and knowledge to protect them from harm.

Importantly, those who work with children and young people can also feel confident when undertaking their work, in the knowledge that there are procedures in place to support and guide them.

This revised guidance builds on significant and effective work to provide a framework to ensure that children can benefit from learning opportunities in a safe and secure environment. It explains that members of all communities can best help to protect children from harm if they are aware of children's needs and are willing to act when concerned about a child's welfare and provides practical advice and guidance.

This guidance will be refreshed annually, but if you think that it does not cover matters that you feel are important please contact the Safeguarding Board so that your view can be taken into account when the guidance is next reviewed.

On behalf of the Stoke-on-Trent Safeguarding Board and our partners I trust that this guidance will assist in a shared commitment to ensuring that we all work to keep our children and young people safe.

John Wood QPM
Independent Chair
Stoke-on-Trent Safeguarding Children Board

March 2019

Welcome

Abuse of children or adults is a serious crime. If you and your faith based establishment fail to have clear policies, procedures and working practices in place, to protect children or adults from coming to harm you will put the work you do at risk in the eyes of the law, other local agencies and importantly, the parents and carers of those you have a duty of care towards.

Policies and procedures should not only be implemented, but should be effectively communicated and explained to staff, so that they are complied with. Working with and building the confidence of parents and carers is an important part of safeguarding. If you provide voluntary or paid for services to children, young people or adults at risk then as a trustee or owner, manager, member of staff or volunteer you have a responsibility to protect their rights.

This guidance will help faith based establishments in England meet their responsibilities by helping to ensure good accountability structures e.g.

- Safeguarding role of the management committee
- Designated leads for Child Protection
- Person for 'Position of Trust Issues' to deal with complaints and allegations against staff

Why is child protection and adult safeguarding important?

Changes were introduced in the Care Act 2014 which became law in April 2015 which made it a legal requirement for local councils to safeguard children and adults. Your faith based establishment is trusted by the community to provide services that:

- Sufficient training is in place
- Safe recruitment practice is in place
- There is supervision and support for staff (paid and volunteers)
- There is a clear process for dealing with complaints and allegations against staff
- The setting is able to protect the health, safety, welfare and security of those in your care from the time they arrive to the time they leave

What are the reasons we should do this work?

Implementing good practice in your faith based establishment will take time and effort. Once implemented though, your organisation will benefit by facilitating a positive and safe environment for children and young people.

Your setting will be meeting legal requirements and helping to:

- Improve the quality of education and learning you are providing through clear and fair approaches to behaviour management and discipline
- Support parents and carers understand what you do and are happy that you are providing a safe place

- Ensure that staff are clear about their roles and responsibilities in respect of Safeguarding children and are confident on what they can and cannot do
- Ensure that staff 'own' their behaviours and conduct and ensure they do not compromise their duty of care towards service users
- Ensure that staff follow your good practice ethos, policies and procedures and are supported in their work
- Nurture positive relationships with statutory services, voluntary services and other local faith settings

Introduction

Many local faith settings have access to national bodies to offer support and advice. However, Mosques do not. Therefore this guidance document was produced in response to a specific request by local Mosques to have some guidance in place which will assist in maintaining safe environments and ensuring that necessary safeguarding arrangements are in place.

This Guidance has been written in such a way that it can be easily amended in order for other faith groups to adopt.

For more copies of:

The Safeguarding Children in Madrassahs - A Good Practice Guide

Or, details of the Child Protection Awareness Workshops training for Faith communities please contact:

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Arabic

إذا وجدت صعوبة في فهم هذه الوثيقة، الرجاء الإتصال بكارول بريستون، مديرة لجنة
حماية الأطفال: 01782 235863

Bengal

এই ডকুমেন্ট বুঝতে আপনার কোন অসুবিধে হলে অনুগ্রহ করে
সেইফগার্ডিং চিল্ড্রেন বোর্ড ম্যানেজার, ক্যারল প্রেস্টন-এর সাথে
নম্বরে যোগাযোগ করুন। 01782 235863

Somalian

Haddii ay dhibaato kaa haysato fahamka dokumentigan markaas
fadlan la xiriir Carole Preston, Maamulaha Ilaalinta Guddiga
Caruurta: 01782 235863

Urdu

اگر آپ کو اس دستاویز کو سمجھنے میں مشکل کا سامنا ہے تو براہ کرم بچوں کے تحفظ کے بورڈ مینیجر
کیئرل پریسٹن سے 01782 235863 پر رابطہ کریں

If you are having difficulty understanding this document then please
contact Carole Preston, Safeguarding Children Board Manager:

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Summary

This guidance looks at how children's welfare is safeguarded at Madrassahs (Islamic Schools) and recommends action and good practice for:

- Masjid
- Masjid / Madrassah Management Committees

This guidance has been produced in partnership with Stoke-on-Trent Safeguarding Children Board.

Safeguarding is everyone's responsibility

From work undertaken in order to produce this guidance document, the main findings were:

- Madrassahs and other faith groups need support to develop safe recruitment induction and working practices
- All need to consider how the local Safeguarding Children Board can support local Madrassahs

The Stoke-on-Trent Safeguarding children Board should:

- Support and encourage staff development on diversity and community cohesion
- Satisfy itself that partner agencies have access to appropriate cultural, religious awareness training and information on local faiths

The Background and Context

The national context

Race, religion and culture have featured as important issues in a number of high profile public enquiries following the death of children through abuse and neglect. The report into the death of Victoria Climbié highlighted:

- Inappropriate cultural assumptions and extreme 'political correctness' by statutory agencies
- White professionals' fear of challenging minority ethnic families and professionals
- A lack of understanding of cultural issues among professionals in statutory agencies.

The Children Act 1989 requires local authorities and other agencies to take account of the needs of children and young people including their heritage, religion and culture. The Children Act 2004 strengthened arrangements for agencies to work together and in 2006 all local authorities had to have a Safeguarding Children Board in place.

The Local Context

The city of Stoke-on-Trent is a conurbation of six towns, together they form a city 12 miles long with an area of 36 square miles; the city has been home to the UK ceramics industry for almost two hundred years. The city was created in 1910 by the formation of the county borough of Stoke-on-Trent through the amalgamation of the six towns of Hanley, Burslem, Longton, Stoke, Tunstall and Fenton.

At the 2011 Census the population of Stoke on Trent was 249,008. The population at this date was 86.4% white, with the largest ethnic minority group being Pakistani. The settled ethnic minority community live in concentrated areas of the City.

A local census is carried out every 10 years and the population profile according to the last census in 2011 census was:-

Ethnic Group	Number	% of total
White British	215,222	86.4%
White - not British	5,490	2.2%
Mixed Heritage	4,491	1.8%
Black or Black British	3,741	1.5%
Asian or Asian British Pakistani	10,429	4.2%
Asian or Asian British - not Pakistani	6,789	2.7%
Chinese or other ethnic group	2,846	1.1%

According to the 2011 Census, the population of Stoke-on-Trent is still predominantly Christian, with just over 60% of people reporting that as their religion. The second most commonly reported religion is Muslim, which makes up 6% of the population, but there is a much larger percentage of the population, just over a quarter, who stated that they did not belong to any religion, and just over 6% didn't say what religion (if any) they felt they belonged to.

The table below shows the percentage breakdown of each of the three major religions shown in the 2011 Census.

Religion	Number	% of total
All people	249,008	
Christian	151,624	60.9
Muslim	14,993	6.0
Other religions	3,712	1.5
No religion	62,737	25.2
Religion not stated	15,942	6.4

Many Muslim children and young people aged 5 – 16 spend an average of one and a half to two hours per day at Madrassahs from Monday to Friday. Physical facilities vary between Madrassahs, with some teaching conducted in open areas, and some having specific rooms available.

Madrassahs are frontline providers of a range of services to the community. They have their own image, respect and trust within the community and so have a critical role to play in safeguarding children and young people.

In Stoke-on-Trent there are a growing number of masjids/Madrassah's which provide a place for worship, advice, support or education.

The Arabic word for Madrassah means 'centre of learning'. Madrassahs provide religious education enabling students to learn how they can read, memorise and recite the Quraan.

Students who memorise the Quraan are called Huffaz-e-Quraan and those who recite the Arabic text of the Quraan with proper pronunciation are called Qaris. Religious scholars with more advanced theological training are known as Ullemah.

Madrassah schools have been set up to provide Islamic education to children and young people from an Islamic background to enhance and preserve religious, cultural and linguistic identities. These objectives match the core principles of the Children Act 1989 and 2004.

Childcare in an Islamic Context

Islam acknowledges the caring role of society and the state to support families who are not able to provide appropriate care for their children. It also affirms a child's right to:

- Sound health in life
- A family, siblings, name, property and inheritance
- Education and the acquisition of talents
- Live in security and peace; enjoy human dignity and protection under the responsibility of parents and carers

Safeguarding children is everyone's business. All children have the right to feel safe and secure in any environment – at home, in the community or in the Madrassah.

Madrassahs should provide a caring, friendly and safe environment for all children where they can learn in relaxed and secure surroundings. Bullying is totally unacceptable at the Madrassah and children should be encouraged to report any incident of bullying or intimidation. Imams, teachers and volunteers need to be vigilant in ensuring that bullying does not occur in the Madrassah.

Good practice minimises the potential for abuse and increases safety for children and young people. Madrassahs must therefore develop comprehensive policies, procedures and practices to safeguard children and young people in their care. People who work with children on a regular basis in Madrassahs and other

community organisations can play an important role in identifying children and young people at risk of neglect or abuse.

The Good Practice Standards for Madrassahs

All Madrassahs should:

- Have a written Child Protection Policy Statement showing commitment to best practice
- Identify a Designated Child Protection lead who is trained and supported and have a Code of Conduct for all staff
- Ensure that records about all child protection matters are kept in a secure place
- Hold parents evenings
- Talk to children and young people and encourage their involvement and participation
- Observe Health and Safety Regulations through written assessments and written safe working practices
- Train staff in First Aid
- Have a fully stocked First Aid box, which is checked regularly
- Have an incident / accident reporting procedure
- Have an Attendance Register for every teacher
- Arrange regular staff meetings to discuss issues of concern and update everyone on new developments
- Encourage Management Committee members to visit Madrassah classes unannounced so that they can be assured that children and young people are being treated respectfully, are safe from harm and that they are gaining enrichment from their learning
- Make sure everyone involved in the Madrassah actively promotes a culture of openness, where everyone including children and young people feels free to share their views and concerns

Personal conduct when working with children and young people

Staff and volunteers should:

- not use force as a form of punishment
- try to defuse situations before they escalate

- inform parents of any behaviour management techniques used
- adhere to the organisations behaviour management policy
- be mindful of factors which may impact upon their behaviour e.g. bullying, abuse and where necessary take appropriate action
- minimise the possibility of children being abused or staff and volunteers being subject to false accusations

Safe Behaviour When Working With Children and Young People in the Madrassah

Do:

- Treat everyone with respect
- Provide an example you want others to follow
- Encourage children, young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like to those who are in charge of the faith setting
- Remember that someone else might misinterpret what your actions are, no matter how well intentioned
- Avoid situations that compromise your relationship with children and young people and are unacceptable within a relationship of trust
- Respect a child / young persons right to personal privacy, protection and safe environment
- Provide access and space for young people to talk about concerns they may have
- Listen to children and young people

Do Not:

- Permit abusive peer activities – e.g. ridiculing, bullying, name calling
- Have any inappropriate physical contact with a child or young person
- Show favouritism to any individual
- Let suspicion, disclosure or allegations of abuse, go unrecorded or unreported to those who are in charge of the faith setting / the designated child protection lead for the faith
- Jump to conclusions without checking facts
- Believe it could 'never happen to me'
- Rely on your good name to protect you

Managing Children's Behaviour in a Madressah – useful tips

Be Consistent

Whatever you decide, try to stick to it within reason. Children have a strong sense of fairness, so it is important they see and experience consistency. They need to know the limits and what is expected of them. Be realistic in determining the boundaries and sanctions.

Be Flexible

Although consistency is important, you should be willing to make exceptions when necessary.

Give Explanations

Always tell a child / young person why their behaviour is unacceptable. It is inappropriate to talk down to children / young people or dismiss their feelings.

Offer Alternatives

Some children / young people when challenged will mirror this response by challenging the adults back, which can escalate the situation.

Act Quickly

When a child / young person is behaving in a way which may have serious consequences for him/her/others, the quickest and most effective action you can take is to remove them from the situation. Above all stay calm and in control – don't argue – don't debate – don't over react.

Praise Good Behaviour

All children and young people need feedback about their behaviour and achievements. Promoting positive behaviours starts here. As the Prophet Muhammed (peace be upon him) said "***Whoever does not show affection to the young, and respect to the old, is not one of us***".

Be Sympathetic

If a child / young person is displaying a change in behaviour, stop and consider why. Be sympathetic to their background. There could be many other reasons why the child / young person is behaving in this way.

Be Respectful

To receive respect one must show respect, so lead by example. A Sunnah (practice/tradition) of the Prophet Muhammed (peace be upon him) was to offer the Islamic greeting of 'Asalaamu Alaykum' first, even to a child.

Trust (*Amanah in Arabic*)

If a child / young person asks to speak to you in confidence about anything please respect that request - unless what they disclose to you puts their or others safety at risk. The Prophet Muhammed (peace be upon him) said: ***“If someone spoke to you in a soft tone while looking over his shoulder, this means it is a trust (amanah). Therefore when someone talked to you, even if he did not request you to keep it as a secret, you have sensed that he did not want other people to know, so it is a trust”.***

Confidentiality

Anything (personal or sensitive) discussed with the Imam/teacher must be kept confidential. If confidentiality is broken the Imam risks harming his own and the Mosques' reputation. The Imam/teacher must at the start of any discussion make clear that anything discussed will be in confidence unless there is reason to believe that the individual (or others) are at risk of harm.

Additional Considerations

Working with Children with a Disability

It may sometimes be necessary for teachers, workers or volunteers to do things of a personal nature for children or young people particularly if they are very young or have a disability. These tasks should only be carried out with the full understanding and written consent of parents and carers.

In an emergency situation, which requires this type of help, parents and carers should be fully informed, as soon as reasonably possible. Staff must be sensitive to the child or adult and undertake personal care tasks with the utmost sensitivity.

- Be patient if a child has a learning disability – go at the pace of the child and offer extra assistance to support their learning
- Have expectations appropriate for the age and ability of all children
- Take appropriate measures where a child has a physical disability and has access difficulties, including adaptations and adjustments.
- Offer reading materials in large fonts and/or Braille if a child has a visual impairment. There are specialist Islamic institutions who prepare/publish this type of literature
- Make arrangements/adjustments for a child with a hearing impairment. It would be helpful to have access to a loop system, speak slowly and ensure good visibility so the speakers lip movements are noticed by the child.

Teachers and volunteers need to pay special attention to ensure children with a disability are not marginalised in a competitive Madrassah learning environment where more able children may out perform a child with additional needs. Special care needs to be offered in the treatment of children with a disability and in all interactions with them to fully consider and meet their needs.

Policies, Procedures and Guidance

Child Protection Policy Statement

All Madrassahs must take the care and protection of children and young people seriously. It is our aim to provide a safe and welcoming environment for all children and young people. We do this in the following ways:

- We will operate a 'no smacking' policy and will not use any form of physical violence towards our children and young people
- We will not tolerate bullying between children or between staff and children
- We will work within Stoke-on-Trent Safeguarding Children Board procedures
- We will recruit staff taking note of the recommended Stoke-on-Trent Children Board guidance on Safe Recruitment, Selection and Supervision
- We will ensure that staff working with children and young people access Stoke-on-Trent Safeguarding Children Board's child protection training.

Procedures

Madrassahs should:

- Have child protection guidelines and a code of behaviour for staff and volunteers
- Have arrangements to share information about child protection policies, procedures and good practice with children, parents, staff and volunteers
- Have arrangements to share information about concerns with agencies that need to know, and involve parents and children appropriately
- Follow procedures for recruitment and selection of staff and volunteers
- Encourage participation in appropriate child protection awareness and/or training
- Identify a Designated Child Protection Lead for safeguarding children and ensure they are enabled to engage in the appropriate level of child protection training.

Guidance

Madrassah staff should have clear guidance on their roles and tasks and what is expected of them – particularly for work requiring close contact with children and young people.

There should be guidance on:

- Appropriate physical contact – ensuring confidence in appropriate contact such as comforting a distressed child, intervention to prevent fighting, criminal acts, appropriate personal care, avoiding inappropriate contact
- Safe child care practice.

Roles and Responsibilities - a Child Protection Designated Person

Every Madrassah should appoint a Designated Person to be responsible for dealing with any concerns about the protection of children and young people.

This person should not be involved in day-to-day child protection and safeguarding due to the conflict of interest this may cause. Their role is to deal with allegations in respect of someone who has:

- behaved in a way that has harmed, or may have harmed a service user
- possibly committed a criminal offence against or related to a service user
- behaved in a way which indicates they would pose a risk of harm if they work regularly or closely with children or adults at risk.

The child protection policy and procedure adopted by the Madrassah should have the name of the Designated Person, his/her role and responsibilities and how he/she can be contacted during and outside of Madrassah hours.

The Designated Person should ensure that he/she keeps up to date with current policies and practice on how to protect children. He/she should receive regular and relevant training on child protection matters at least every two years.

The role of the Designated Person is to:

- Maintain contact with Children's Services and share information as appropriate
- Complete a Multi Agency Referral Form when making a referral to Children's Services
- Provide information and advice on child protection to Imams, teachers and volunteers in the Madrassah
- Follow agreed procedures
- Keep relevant people within the Madrassah informed of incidents, any action taken and any further action required, ensuring confidentiality is maintained
- Ensure that accurate records are kept securely
- Advise the Madrassah of child protection training and ensure all volunteers, teachers and Imams undergo appropriate training provided by the Stoke-on-Trent Safeguarding Children Board.

Information Sharing

The confidentiality of information concerning allegations of abuse, neglect or exploitation is very important. Your faith based establishment may have confidentiality and information sharing policies and guidance in place. If not, the seven golden rules for information sharing are a helpful reference point.

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

2. Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Recruitment and Management of Staff and Volunteers

Safe employment and care practices

Abuse of children can take place in any agency, setting or environment. Working with young people and managing their behaviour can be extremely difficult and steps to intervene can be open to different interpretations. This, in turn, can lead to unease and unwillingness to act appropriately so that the needs of children can be neglected or their safety put at risk. Staff who work with children in any setting and their managers need to be aware of the issues involved and to have clear guidance available on conduct and how to act in given situations.

Enhanced Criminal Records Bureau record checks are essential as are references for potential employees. Failure to implement these checks can put children at risk.

Madrassahs should have policies, guidance or practice notes in place on:

- Staff recruitment
- Guidance to staff on personal conduct
- Dealing with complaints and allegations against staff and volunteers

Staff Recruitment

Madrassahs should have effective arrangements in place to ensure that people working with children are able to work positively and present no risks.

The arrangements should include:

- Awareness of duties under the Children Act and other more recent legislation and regulations that disqualify people from working with children

- Arrangements for enhanced pre-employment checks through the Criminal Records Bureau. This should include people appointed from outside the UK (immigration status / right to work in the UK status)
- Effective selection processes designed to ensure that applicants have the necessary experience, skills and qualities, and to exclude anyone unsuited to work with children
- Arrangements for taking up references. Where this is for posts working with children, the reference request should include specific questions about whether there have been any concerns about the applicant's conduct or practice and whether or not these have led to formal disciplinary action or concerns. This should be carried out before employment starts.

All staff and volunteers working with children and young people should follow this recruitment process:

- Completion of the application form
- Satisfactory checking of two references, at least one of which is from a person who has experience of the applicant's paid or volunteering work with children
- Successful completion of a probationary period
- DBS checks

All staff and volunteers have a duty to declare any existing or subsequent conviction/s, adverse child protection or care proceedings. Failure to do so will be regarded as gross misconduct possibly resulting in dismissal.

Personal Conduct

Situations for abuse of children and protection of staff and volunteers from false accusations can be managed by making sure that everyone is aware that, as a general rule, staff should avoid:

- Spending excessive amounts of time alone with children away from others
- Taking children alone in a car on journeys, however short
- Taking children to their home

When it is unavoidable, these should only occur with the full knowledge and consent of someone in charge of the Madrassah and / or the child's parents.

Staff and volunteers in the Madrassah should never:

- Engage in rough physical games
- Allow or engage in inappropriate touching of any form
- Allow children to use inappropriate language unchallenged
- Make sexually suggestive comments about or to a child
- Let allegations a child makes go unrecorded
- Make prejudiced, discriminatory or extremist comments, including derogatory language
- Do things of a personal nature for children that they can do themselves
- Encourage children to respond to an act of violence with violence
- Encourage one child to chastise another child

It may sometimes be necessary for staff and volunteers to do things of a personal nature for children, particularly if they are very young or have a disability. These tasks should only be carried out with the full understanding and written consent of parents. In an emergency situation, which requires this type of help, parents should be fully informed, as soon as reasonably possible.

Staff must be sensitive to the child and undertake personal care task with the utmost sensitivity.

Allegations or a Conviction for Abuse

What happens if someone is convicted of abuse?

No person who has been convicted of an offence against a child should be allowed to act in any position of trust with children. If someone in such a position is convicted of an offence against children they should be dismissed.

What happens where allegations do not lead to conviction?

Most allegations do not result in either a criminal prosecution or a conviction, even if there is evidence to support the allegation. The Madrassah remains responsible for ensuring the welfare of every child in its care, especially those who might come into contact with an alleged abuser. The absence of criminal conviction is not by itself a sufficient guarantee of suitability for any particular kind of work involving children.

The Management Committee, following consultation with a relevant statutory agency will seek to ensure that any future work entrusted to such a person will carry no risk to children and young people. Any decision must be guided by the 'paramouncy principle' – that all other considerations are secondary to the protection and welfare of children from actual or possible abuse.

What happens where there is an allegation of abuse made against an Imam, teacher, volunteer or anyone else working in a Madrassah?

All allegations should be treated seriously and should be referred to Children's Services or the police. The Management Committee will then be responsible for suspending or asking the member of staff to refrain from their duties, this removes risk to the child and allows the investigation to proceed.

On advice from the relevant agencies, and without implying guilt:

The person/s concerned will be required to take leave from their duties at the Madrassah until investigations are complete.

Depending on the nature of an allegation, the Management Committee will, after consultation with relevant agencies:

- Decide how further contact with children will be avoided during the investigation
- Appoint a contact/responsible person from among the Committee members to support and advise those under investigation or who is the subject of an enquiry

The Categories of Abuse

The Department for Education (DfE) Guidance 'Working Together to Safeguard Children' (2018) explains the main categories of child abuse, which are also used for the purposes of drawing up child protection plans for children at risk of harm. The categories are as follows:

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:

- provide adequate food, clothing and shelter - including exclusion from home or abandonment;
- protect a child from physical and emotional harm or danger;
- ensure there is adequate supervision - including the use of inadequate care-givers
- ensure there is access to appropriate medical care or treatment.

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

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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. 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.

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. Radicalisation can also be a

form of emotional abuse by use of inappropriate language, possession of violent extremist literature, the expression of extremist views, advocating violent actions and means, association with known extremists, seeking to recruit others or being subjected to racist, extremist, offensive language or behaviour.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children 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.

Signs and symptoms of abuse

There is no clear dividing line between one type of abuse and another. The following section is divided into four areas to help categorise what may be seen or heard. Children may show symptoms from one or all of the categories. This should not be used as a checklist. Workers and volunteers should be aware of anything unusual displayed by the child.

<p>PHYSICAL SIGNS OF ABUSE</p>	<ul style="list-style-type: none"> • Bruise marks consistent with either straps or slaps • Undue fear of adults - Fear of going home to parents or carers • Aggression towards others • Unexplained injuries or burns – particularly if they are recurrent. • Any injuries not consistent with the explanation given for them • Injuries that occur to the body in places which are not normally exposed to falls, rough games, etc • Reluctance to change for, or participate in, games or swimming • Repeated urinary infections or unexplained tummy pains • Bruises, bites, burns, fractures etc which do not have an accidental explanation • Cuts/scratches/substance abuse • Hitting (with the hand or implement) smacking, punching, kicking, slapping, twisting/pulling ear, hair or fingers, holding/squeezing with a tight grip, biting, and burning. • Asking a child to stand in one position for extensive length of time.
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	<ul style="list-style-type: none"> • Asking a child to squat in a position and hold ears by passing hand from behind the legs (a common form of punishment in the Asian subcontinent). • Ask a child to raise/stretch his/her arms above their head for any length of time (to cause physical stress and strain). Forcing a child to hold a heavy object without dropping it.
NEGLECT	<ul style="list-style-type: none"> • Exposure to danger/lack of supervision • Neglect - under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care, etc • Injuries that have not received medical attention • Inadequate/inappropriate clothing • Constant hunger • Poor standards of hygiene • Untreated illnesses • Persistent lack of attention, warmth or praise.
EMOTIONAL SIGNS OF ABUSE	<ul style="list-style-type: none"> • Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. Also depression/aggression, extreme anxiety • Nervousness, frozen watchfulness • Obsessions or phobias • Sudden under-achievement or lack of concentration • Inappropriate relationships with peers and/or adults • Attention-seeking behaviour • Persistent tiredness • Running away/stealing/lying • Humiliating, taunting or threatening a child whether in front of others or alone. • Persistent lack of attention, warmth or praise. • Shouting/yelling at a child. • Coercion into extremism / radicalisation
INDICATORS OF POSSIBLE SEXUAL ABUSE	<ul style="list-style-type: none"> • Language and drawing inappropriate for their age. • Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour • Regularly engages in age inappropriate sexual play • Sexual knowledge inappropriate for their age • Wariness on being approached

	<ul style="list-style-type: none"> • Sexual abuse • Soreness in the genital area or unexplained rashes or marks in the genital areas • Pain on urination • Difficulty in walking or sitting • Stained or bloody underclothes • Recurrent tummy pains or headaches • Bruises on inner thigh or buttock. • Any allegations made by a child concerning sexual abuse • Sexual activity through words, play or drawing • 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 - anorexia, bulimia • Unaccounted sources of money • Telling you about being asked to 'keep a secret' or dropping hints or clues about abuse.
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Remember- Signs and symptoms often appear in a cluster, but also many of the indicators above may be caused by other factors

Allegations of physical abuse, sexual abuse, emotional abuse or neglect

If a child attends Mosque and has a serious physical injury or symptoms of neglect or emotional abuse the Designated Child Protection Officer should be informed. The parents or guardians of the child should normally be contacted and informed of the concerns raised unless by doing so the child would be placed in further danger. The Designated Child Protection Officer should make a referral to Children's Services without delay using the Multi Agency Referral Form.

Procedures to be followed for reporting cases where child abuse is suspected or disclosed

Dealing with disclosures

- Listen, **but do not press for information**
- Stay calm
- Find a quiet place to talk
- Tell the child you need to share the information with someone who will help them and that you will not keep it a secret
- If they decide not to tell you, ask them who they would be able to tell

- Do not appear shocked at anything you might see or hear
- Do not stop a child who is recalling significant events
- Do not take photographs
- Do not ask to see injuries
- Believe what you are being told
- Say you are glad the child told you and reassure them that they are not to blame
- Ask if they have told anyone else

As soon as possible after the disclosure:

- Make a note of the discussion and record what the child said using the child's own words
- When and where it happened
- Who was present
- If possible keep notes of what happened up to the time when the child disclosed

Please remember:

- That all notes and anything you have been told is confidential
- Do not act without talking to the Designated Child Protection Officer
- Seek advice before telling parents or carers, if a child/young person is discussing possible abuse within their home. You could be putting the child in greater danger by doing this.
- Do not investigate, but speak to the Designated Child Protection officer or a senior member of the Mosque committee

Responsibilities – what to do next

Workers and volunteers with concerns should discuss them with their Designated Child Protection Lead, who will make the referral to the Safeguarding Referral Team on 235100 if appropriate.

Concerns about colleagues

Staff who have concerns that a colleague's behaviour may be putting children / young people at risk **must** pass their concerns on to the Designated Child Protection Officer immediately.

Management and Supervision

Regular supervision for staff and volunteers will enable any training needs to be identified and any specific concerns to be addressed.

Training

All staff and volunteers will be offered the opportunity to take part in either Child Protection Awareness workshops or Child Protection training. These will consist of:

- Familiarisation of this document
- Understanding the signs and symptoms of abuse
- Understanding the procedure for disclosure and reporting

For additional copies of the

Safeguarding Children in Madrassahs - A Good Practice Guide

or

Details for the Child Protection Level 1 Awareness Workshops for Faith communities please contact:

Iftikhar Ahmed (Community Cohesion Officer)

T: 01782 235778 – **E:** Iftikhar.ahmed@stoke.gov.uk

Appendix 1

National Contacts and Other Sources of Information and Help

NSPCC Child Protection Helpline

<http://www.nspcc.org.uk/>
Freephone: 0808 800 5000 (24 hour)
Text: 88858

Childline

www.childline.org.uk/
Freephone: 0800 1111

Muslim Youth Helpline

0800 808 2008 or visit www.myh.org.uk

Banardos

www.barnados.org.uk

Forced Marriage Unit

www.fco.gov.uk/forcedmarriage
(+44) 020 7008 0151

Karma Nirvana Honour Network

www.karmanirvana.org.uk
0800 5999 247

SAYA (24 hour multi-lingual telephone support)
0800 389 6990

Health and Safety Executive

www.hse.gov.uk
0300 003 1747

www.safeguardingchildren.stoke.gov.uk