



Safeguarding Our Children

A Guidance for Mosque Schools and
other Islamic Studies Settings



Newport Muslim communities promoting a safe environment for children in partnership with Newport Safeguarding Children Board and the Newport Communities First Black and Minority Ethnic Partnership.

September 2012

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1. Foreword

The present guidance, *Safeguarding Our Children*, is about valuing and keeping safe Muslim children who receive an Islamic education in Newport.

Its purpose is to raise community awareness about safeguarding children and to provide information about how to deal with concerns.

The work you will see here is a response to the requests of parents, committed community members and educators who campaign for the rights of Muslim children and young people. It sets out how to safeguard children in the context of Islamic education in establishments such as Mosques, community centres, clubs, and in other settings so ensuring equal standards in these circumstances.

The laws concerning the rights of children, the **Children Acts of 1989 and 2004**, state clearly that while providing children with the support and protection they are entitled to, considerations of ethnicity and religion should be taken into account.

Newport is a richly diverse community in which there are a number of community organisations who are committed to meeting and serving the needs of children and their families. The vital work that the Mosques do in promoting the spiritual, social and emotional development of children is well recognised, as is the work and commitment of the teachers in providing daily education to a large number of children in their Mosque schools.

The Newport Safeguarding Children Board (NSCB) and the Black and Minority Ethnic (BME) Communities First Partnership fully endorse the **fundamental right that children and young people are supported, protected and nurtured so that they feel confident and safe to access all opportunities available in relation to their religious education and life as a whole.**

Therefore the NSCB and the BME Communities First Partnership began working in partnership with local Mosques and the wider Muslim community on developing supportive guidance. We are grateful to the members of the Mosque School and Children Wellbeing Forum for taking the lead on this.

The common goal is to provide those in charge of providing Islamic education, whether in a Mosque or elsewhere, with the knowledge to create a safe environment where children and young people can develop values and skills which will allow them to be confident and active members both within their faith groups and the wider community.

Our sincere hope is that this guidance will enable local Mosques and the wider Muslim community to keep children and young people safe by being aware of common signs of neglect and abuse, and, most importantly, by knowing what to do to ensure their protection.

We are therefore delighted to introduce this guidance, and hope that the joint work that went into its production will continue to promote a mutually beneficial working partnership between local agencies and the Muslim community of Newport.

Stewart Greenwell (Chair)
Newport Safeguarding Children Board

Mustafa Ali (Chair)
Black and Minority Ethnic Partnership
(Communities First)

A close-up photograph of a person's hands touching the cover of a blue book. The cover is intricately decorated with gold-embossed Islamic calligraphy and geometric patterns. The hands are positioned at the top and bottom of the frame, with fingers gently resting on the textured surface. The background is a solid green color.

"Surely! Everyone of you is a guardian and is responsible for his charges..."
(Al-Bukhari)



2. Introduction from Newport Mosques

Mosques and the wider Newport Muslim community provide a very important religious education service to children. Our goal is that every child under our care is given all available opportunities to achieve their full potential in life whether it be in their education, personal wellbeing or their faith.

We must always remind ourselves that our children are our own legacy. They are the future guardians of our faith and their upbringing and preparation for life should be our first priority.

Islam is a religion of peace, affection and kindness and completely forbids maltreatment of any kind towards anyone, but especially children, who are vulnerable and completely dependent on our love and care.

The teachings of Prophet Muhammad (peace be upon him) leads towards a society full of care for others, a society that respects the rights of people, gives them the recognition that they deserve, safeguards all vulnerable groups and encourages tolerance, kindness, co-operation, love and affection towards everyone. This is the basis for a cohesive multi-cultural society.

In order to provide all our children with the best possible protection in the community, our Mosques need to work closely with parents, community groups and local agencies in a spirit of trust and full co-operation towards one common agenda: Keeping children safe.

Many dedicated members of the Muslim community in Newport have been working in partnership with the Newport Safeguarding Children Board and the Black and Minority Ethnic Communities First Partnership. As a result of this work the "The Mosque School and Children Wellbeing Forum" was established in 2009. The Forum comprises of Mosque child protection officers (often teachers themselves), community members, parents and professionals from a wide range of fields. The group meets on a regular basis to discuss important matters relating to safeguarding and the wellbeing of our children. The meetings provide a unique opportunity to bring all Mosques together so that knowledge, information and resources can be shared.

A priority identified by the group was to provide guidance to Mosque schools and other Islamic study settings for children. We therefore have every reason to celebrate the publication of Safeguarding Our Children.

As Muslims we must make sure that the children who attend our Mosques are always treated in a manner that is loving, caring and fully supportive of their needs. This is what the Holy Qur'an commands us to do.

Al-Noor Mosque (Harrow Road)

Al-Taqwa Mosque (Alexandra Road)

Hussaini Mission (Commercial Road)

Islamic Society for Wales (Victoria Road)

Jamia Mosque (Commercial Road)

Newport Central Jamia Mosque (Stow Hill)

Shahporan Mosque (Hereford Street)



Prophet Muhammad (peace be upon him) said: *“A Muslim is a person who does not harm another Muslim with his tongue or with his hands”* (Al-Bukhari and Muslim)

3. What is Safeguarding?

Safeguarding children is not just the process of protecting children from abuse or neglect. It is also about making sure children enjoy good health and develop well in their homes or in any other environment. This means there should always be consistent provision of safe and proper care to give children the best chances in life and enable them to become happy young people and eventually confident adults.

This has been embodied in the **Welsh Government's Seven Core Aims** which have been adopted to ensure that all children and young people

1. Have a flying start in life;
2. Have a comprehensive range of education and learning opportunities;
3. Enjoy the best possible health and are free from abuse, victimisation and exploitation;
4. Have access to play, leisure sporting and cultural activities;
5. Are listened to, treated with respect and have their race and cultural identity recognised;
6. Have a safe home and a community which supports physical and emotional wellbeing; and
7. Are not disadvantaged by poverty.

'Children' includes children and young people aged 18 years and under.


It might be difficult to accept, but every child can be hurt, put at risk of harm or abused, regardless of their age, gender, religion or ethnicity. They can be harmed in any setting but most commonly this is by a parent or carer or someone who is known to them. Children can also be harmed by others who come into contact with them, including those who may be in a position of trust. Children can also be abused by other children and young people.

Life habits vary from family to family, which means there is no one perfect way to bring up children. Good parenting involves caring for children's basic needs, showing them warmth and love and providing the stimulation needed for their development within a stable environment. Parenting can be challenging and sometimes parents themselves need support to do this. Some children may suffer or be at risk of suffering 'significant harm' (see definition below) either as a result of a deliberate act (with the intention to cause harm) or as the result of failure on the part of the parent or carer, for whatever reason, to provide proper care. Sometimes children are affected by both circumstances at the same time. These children need to be made safe and have their needs met by services working together.

The Children Acts of 1989 and 2004 set out the ways in which organisations and individuals should work in partnership with parents to protect children from significant harm and the ways in which services should work together. Significant harm is defined in the Children Act, 1989 as ill-treatment or the impairment of health and development. The Act describes the effect of sexual, physical, emotional abuse or neglect, or a combination of these different types. Local Authorities have a legal duty to make enquiries where they have reasonable grounds to suspect that a child who lives or just happens to be in their area is suffering or likely to suffer significant harm.

The **United Nations Convention on the Rights of the Child 1989** (UN, 1989) was adopted by the United Kingdom Government on 16 December 1991. It includes the right to protection from abuse, the right for children to express views and have them listened to and the right to care and services for disabled children or children living away from home. In March 2011 the Welsh Government passed measures to require that the UNCRC is embedded into Welsh domestic law.

In order to safeguard children, there must be a collective community responsibility with families, communities, individuals and services working together. Every person who comes into contact with children shares the responsibility in keeping them safe.



The Prophet (peace be upon him) once said: *"The best of you are those who learn the Qu'ran and teach it to others."* (Al-Bukhari)



4. Family Factors

Child abuse and neglect happens in all types of families - even in those that look 'happy' from the outside.

Children can be harmed by parents, other family members, carers, neighbours, professionals working with children, or any other adult known to the child or family. It is rare for child abusers to be a stranger to the child. A child may also be the victim of abuse where the abuser is another child.

There is no 'typical' situation or environment in which child abuse could happen. However, some children are at a much greater risk in certain situations that can include:

- Domestic violence
- Alcohol and drug abuse
- Mental illness of parents and carers
- Poor or lack of 'parenting skills', that is, skills which will enable parents or guardians to promote and support the physical, emotional, social, and intellectual development of a child from birth to adulthood.
- Stress and lack of support in the family

5. Recognising types of abuse and neglect

5.1 WHAT IS CHILD ABUSE?

Abuse and neglect are forms of maltreatment (treating children in a cruel and unkind way) of a child, which can be described in four categories:

- Neglect
- Physical Abuse
- Emotional Abuse
- Sexual Abuse

(Safeguarding Children: Working Together under the Children Act 2006)

In accordance with the All Wales Child Protection Procedures (2008), a child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm.

Abuse can happen to a child at any age, from pre-birth up to the age of 18. It can happen in prosperous families as well as in poor ones; it can happen to children from any ethnic and cultural background; it can happen to children with or without disabilities; it can be intentional or unintentional.

Children can experience abuse at home, at school, in leisure activities, in a government or private institution, in places of worship (Mosques, Churches, Synagogues, Temples, etc) or any other community setting.

Children may be abused by an adult or more than one adult, or another child or children, by a young person or a stranger. Abuse through neglect can also be a result of adults (parents, guardians, carers, etc) failing to provide proper care for the children they are supposed to look after well.

It is not always easy to identify when a child is being abused or suffering from neglect. Often, the signs are not obvious and it is not the case that the first indication is the presence of an injury.

"Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best..." (Qu'ran, Surah An Nahl, v.125)



Other indicators could include:

- remarks made by the child or his/her parents or friends;
- changes in a child's behaviour or appearance which may indicate abuse;
- indications that the family is under extreme stress;
- a series of events, which, when considered separately seem less important, but can be significant if viewed as a whole.

It needs to be remembered that although the situation may not seem concerning at first, prompt help and support to a family in difficulty could avoid something more serious from happening.

5.2 NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs. This is likely to have serious consequences for the child's health or development.

Neglect may occur during pregnancy as a result of maternal misuse of drugs or alcohol.

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 adequate supervision (including the use of inappropriate carers for children)
- Ensure access to appropriate medical care or dental care and treatment

It may also include being unresponsive to a child's basic emotional needs such as feeling loved and valued or living in a safe and predictable home where a good level of care is provided consistently.

WARNING SIGNS:

- A child who always appears dirty and smelly
- A child who looks thin and ill
- A child with illnesses that have not been treated
- A child with developmental delay without any other clear cause;
- Inadequate or unsuitable clothing for the weather conditions
- A child who suffers repeated accidents
- A child who is not safely supervised
- A child who does not respond when given attention
- A child who craves attention and affection from any adult
- A child who is frequently absent from school;
- A child who is left with inappropriate carers (e.g. who are too young or complete strangers);
- A child who is left with adults who are intoxicated or violent;
- A child who is abandoned or left alone for excessive periods.
- A child who flourishes away from home environment;
- Self-stimulating behaviours such as head banging or rocking (note that some special needs children may exhibit this behaviour due to their disability but this should also be evaluated for context);
- Dangers or unsafe living conditions.
- A child who is left with adults who are intoxicated or violent
- A child who is abandoned or left alone for excessive periods.



Prophet Muhammad (peace be upon him) said: *“Powerful is not he who knocks the other down. Indeed, powerful is he who controls himself in a fit of anger,”* (Al-Bukhari)



- A child who thrives away from home environment
- Self-stimulating behaviours such as head banging or rocking (note that some special needs children may exhibit this behaviour due to their disability but this should also be evaluated for context)
- Dangerous or unsafe living conditions

It is important to remember that disabled children and young people can be particularly vulnerable to neglect due to the increased level of care they may require (See Section 9).

5.3 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 caregiver fabricates or induces illness in a child whom they are looking after. (Safeguarding Children; Working Together under the Children Act 2004, 2006).

Children may be physically harmed both by behaviour towards them specifically and by violence and aggression taking place in a wider family or institutional context. **Some behaviours used for punishment or physical restraint may be considered to be abusive.** Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems, and educational difficulties.

WARNING SIGNS:

- Any injury to a young baby
- Bruises in places where you would not normally expect to see them, such as the soft parts of the body or the face
- Bruises that have distinct shape or patterns like handprints, or belt marks or finger marks
- Bite marks, bruises like 'love bites'
- Bruising around the mouth
- A child being watchful and 'on alert' as if waiting for something bad to happen
- A child shying away from touch or flinching at sudden movements
- A child who doesn't want to go home
- A child wearing inappropriate clothing to cover up injuries, like long sleeves on hot days

5.4 EMOTIONAL ABUSE

Emotional abuse is the constant emotional maltreatment of a child that could have severe and constant negative effects on the child's emotional development. It may involve saying to a child that they are worthless or unloved, inadequate or valued only when they meet the needs of another person. It could be not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may include children being expected to behave or do things which are not appropriate to their age or are beyond their developmental capability. Extreme overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction could also be forms of emotional abuse.

It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse at home or being bullied (including cyber bullying through mobile phones and social network websites), or the exploitation or corruption of children.



Allah mentions Prophet Musa (Moses) in the Qu'ran: *"And speak to him with gentle speech that perhaps he may be reminded or fear Allah."* (Qur'an, Surah Taha, v.44)



WARNING SIGNS:

- Delay in development, especially in speech and language
- Low self esteem and lack of confidence; often with an inability to accept praise or to trust
- Abnormal relationship between a child and parent (e.g. anxious, unresponsive)
- Aggressive behaviour towards others
- Behaviour that seeks to please others
- Excessive clingy or attention seeking behaviour
- Lack of any sense of fun, over-serious or uninterested
- Withdrawn or seen as a 'loner' – difficulty relating to others
- Self harming; compulsive rituals; stereotypic repetitive behaviour
- Over-anxiety, either watchful and constantly checking or over-anxious to please
- 'Frozen watchfulness' – the state of a child who is unresponsive to its surroundings but is clearly aware of them, particularly in pre-school children
- Substantial failure to reach potential in learning, linked with lack of confidence, poor concentration and lack of pride in achievement
- A child who is constantly blamed for things that go wrong
- A child who is made to carry out tasks inappropriate to their age
- A child who is not allowed to do usual childhood activities
- A child in a household where there are arguments and violence

Emotional abuse is often difficult to recognise, as the signs tend to be behavioural rather than physical.

Some level of emotional abuse is involved in all types of ill-treatment of a child, although it may occur alone – it is therefore important to be aware that emotional abuse might also indicate the presence of other kinds of abuse.

5.5 SEXUAL ABUSE

Sexual abuse involves forcing or encouraging a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the making of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways. It may involve 'child grooming', that is, befriending a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women and other children can also commit acts of sexual abuse.

Many child victims are sexually abused by someone they know – either a member of their family or someone well known to them or their family. The children are likely to have been put under considerable pressure not to reveal what has been happening

Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child.

If a child makes an allegation of sexual abuse, it is very important that they are taken seriously. Allegations can often initially be vague as he or she waits to see the reaction and response from the people he or she is speaking to. There may be no physical signs and indications are likely to be emotional or behavioural.

CHILDREN AND YOUNG PEOPLE: VIEWS FROM ACROSS NEWPORT

"I love learning the Qur'an! I just wish we had more teachers in our Mosque. I would learn more." (Aishah, girl, 7)

"I enjoy learning the Qur'an and learning the namaz (prayers). I like learning Urdu too" (Yasmin, girl, 8)

"I enjoy going to the Mosque because I met my friends, new people and because I like getting higher levels of studies of the Qur'an." (Mustafa, boy, 12)

"In my old Mosque there were too many days off with no class. My parents bring me to this Mosque now. I am happier here, I like my friends, teachers, and my favourite thing is Islamic Studies." (Muhammad, boy, 12)



WARNING SIGNS:

- A child who displays sexual knowledge or behaviour inappropriate for their age
- Injuries of unusual appearance to private areas of the body
- A child who is being encouraged into a sexual relationship with an adult or other children
- A child who hints at sexual activity through words, play or drawings
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in sexual exploitation or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
- Withdrawn, fearful or aggressive behaviour to peers or adults
- Running away from home

Physical indicators associated with child sexual abuse include:

- Blood on underwear (pants, knickers, etc)
- Unexplained bleeding from vagina or anus
- Pregnancy in a child
- A child with a sexually transmitted infection
- Daytime wetting (urinating in one's own clothes)
- Faecal soiling (defecation) or retention

6. Bullying

Bullying can happen to anyone at any age. Bullying is not always easy to define. A child may encounter bullying attacks that are:

- Physical – pushing, kicking, hitting, pinching and other forms of violence or threats;
- Verbal – name calling, sarcasm, spreading rumours, persistent teasing;
- Emotional – tormenting, ridicule, humiliation.

Bullying can also be part of other forms of abuse, including neglect, emotional, physical and sexual abuse. Bullying can cause considerable distress to children and adults. It can affect self esteem – sometimes to the extent that it can impact on a child's health or development. Bullying by text messages or on social networking sites is now very widespread. All cases of suspected bullying must be properly investigated and actions taken accordingly. Having a clear anti-bullying policy would assist people in knowing what to do in these situations.

7. Forced Marriage

In the UK, forced marriage amounts to a form of domestic violence and/or child abuse and cannot be justified on any religious or cultural basis. It can affect girls and boys from any community and background.

A forced marriage is a marriage imposed on a couple, where one or both parties do not, or cannot, consent to the marriage perhaps because of their young age, or a learning disability. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological, for example, when someone is made to feel like they're bringing shame on their family. Financial abuse (taking the salary or money from a victim and not allowing him or her access to it) can also be a factor. In some cases people may be taken abroad without knowing that they are being taken there to get married. When they arrive in the country their passport(s) may be taken by their family to try to stop them from returning home (Foreign & Commonwealth Office, 2011).



"It is also charity to utter a good word." (Al-Bukhari and Muslim)



It is important to understand that an arranged marriage is not the same as a forced marriage. In an arranged marriage, the families take a leading role in choosing the marriage partner, but the choice of whether to enter the marriage is left to the potential bride and groom.

8. Female Genital Mutilation (FGM)

Female genital mutilation (FGM), also known as 'female circumcision' or 'female genital cutting', is defined by the World Health Organisation (WHO) as "all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons".

It is illegal in the UK to subject a girl or woman to FGM or to assist a non-UK person to carry out FGM abroad. The Female Genital Mutilation Act was introduced in 2003 and came into effect in March 2004. The act:

- makes it illegal to practice FGM in the UK
- makes it illegal to take girls who are British nationals or permanent residents of the UK abroad for FGM whether or not it is lawful in that country
- makes it illegal to aid, abet, counsel or procure the carrying out of FGM abroad
- has a penalty of up to 14 years in prison and, or, a fine (Home Office, 2012)

"FGM is a form of child abuse and violence against women and girls, and therefore should be dealt with as part of existing child and adult protection structures, policies and procedures" (The Foreign & Commonwealth Office).

FGM has severe significant physical and mental health consequences both in the short and long term.

In parts of the world where FGM is a tradition, it is practiced by people from various religious backgrounds: Muslim, Christian, animist and even non-believers.

Families who practice FGM, do so for a number of complex cultural reasons and do not see this as an act of abuse. The belief is that it is beneficial for the girl or woman she is to become. Muslim scholars across the world say the practice predates Islam and it is therefore cultural rather than religious.

Several factors could indicate that a child may be at risk of FGM. One possibility is to hear a child from a community in which FGM is practised say that she is going abroad for an extended holiday to receive a 'special ceremony or gift'.

If you are concerned about a child or young person who may be at risk you should contact Children and Family Services.

Indicators that FGM may already have occurred include prolonged absence from school, noticeable behaviour change on return and long periods away from classes or other normal activities, possibly with bladder or menstrual problems. Some teachers have described how children find it difficult to sit still and look uncomfortable or may complain of pain between their legs.

"Allah likes kindness in all things" (Al-Bukhari)



9.Children with Disabilities

Disabled children are at greater risk of abuse. The presence of multiple disabilities seems to increase the risk of both abuse and neglect. Disabled children may be especially vulnerable to abuse for a number of reasons. They may:

- Have fewer outside (the home) contacts compared to other children
- Receive intimate personal care, possibly from a number of carers
- Have a lower capacity to resist or avoid abuse
- Have communication problems, making it difficult to tell others what is happening
- Be inhibited about complaining because of a fear of losing services
- Be especially vulnerable to bullying and

As well as the universal indicators of abuse or neglect, the following behaviours must be considered:

- 'Force-feeding', that is, forcing someone to eat against his/her desire
- Unjustified or excessive physical restraint
- Rough-handling
- Invasive procedures against the child's will
- Deliberate failure to follow medically recommended regimes
- Failure to address problems caused by equipment that doesn't fit the child
- Misappropriation (stealing, taking without the child's consent, etc) of a child's finances (money, debit card, other valuables, etc).

Particular attention should be paid to promoting high standards of care, being aware of the risks of harm, and supporting children and families in helping themselves.

Measures should:

- Allow disabled children to make their wishes and feelings known about their care and treatment
- Make sure that disabled children receive proper personal, health and social education
- Make sure that disabled children know how to raise concerns and have access to adults with whom they can communicate
- Make sure there is an explicit commitment to and understanding of disabled children's safety and welfare among all providers of services for disabled children
- Develop the safe support services that families want, and a culture of openness and joint working with parents and carers on the part of services
- Provide guidelines and training for staff on good practice in:
 - Intimate care, that is, cleaning, washing or accessing private parts of body of a disabled child
 - Working with disabled children of the opposite sex
 - Managing behaviour that challenges families and services
 - Issues around consent to treatment
 - Anti-bullying and inclusion strategies
 - Sexuality and safe sexual behaviour among young people
 - Monitoring placement arrangements for young people living away from home.

As service providers, Mosque Schools and other similar supplementary education settings should think about giving extra help for children with a disability or making changes to the way they provide services. If a disabled child has communication difficulties or a learning disability(ies), more effort needs to be made to meet the child's communication needs in order to find out what the child's wishes and feelings are.



"Seek Knowledge from cradle to grave" (Bihar Al-Anwar)

10. What to do if you are concerned about the welfare of a child.

10.1 HOW DO I KNOW THAT A CHILD IS AT RISK OF HARM?

There are a number of indicators or factors that could make you feel concerned about the welfare of a child. These may include:

- A child or young person telling you about someone's behaviour towards them.
- Another child telling you that they are worried about someone else.
- The behaviours or appearance of a child.
- The behaviours or appearance of the parents or carers or someone in close contact with the child.
- Someone else shares their worries about a child with you.

If in doubt about concerns it is important to seek appropriate advice and help.

- Take anything you hear seriously, listen to children, believe what they have to say.
- If a child is telling you about something that is worrying or upsetting them, don't ask leading questions but let the child tell their story in their own way. Only ask questions to help you understand what the child is saying, e.g. questions such as "when?" "where?" "who?"
- Do not promise to keep a secret but explain that some things need to be shared with people whose jobs are to help children.
- Explain the actions that you need to take
- Write down what you have been told – **use the child's own language** as well as what you have said.
- Do not confront the alleged abuser
- Take action and discuss any concerns with the Mosque Child Protection Officer or with the Duty Officer in Children and Family Services ("Social Services") can provide advice about the steps that need to be taken.

In an emergency situation you should contact the Police on 999. Don't worry about getting it wrong. Your responsibility is to share concerns with someone with the responsibility for safeguarding. **If you are concerned or suspicious about the welfare of a child – YOU MUST ACT.**

10.2 MAKING A REFERRAL

If you think a child or young person is being abused or neglected, you should report (or refer) this to Children and Family Services (Social Services) or the Police who have a legal responsibility to take action where this is thought to be necessary. In order to do this:

- You should report your concern to the Mosque Child Protection Officer (in his absence, report it to the Mosque Chair).
- If the Mosque Child Protection Office and Chair is not available – you should contact Children and Family Services to discuss your concerns – **never delay this action, the safety of the child may depend on a quick response.**

The Mosque Child Protection Officer should phone:

Children and Family Services (01633 656656) and speak to the **Duty and Assessment Team** who will be able to give advice.

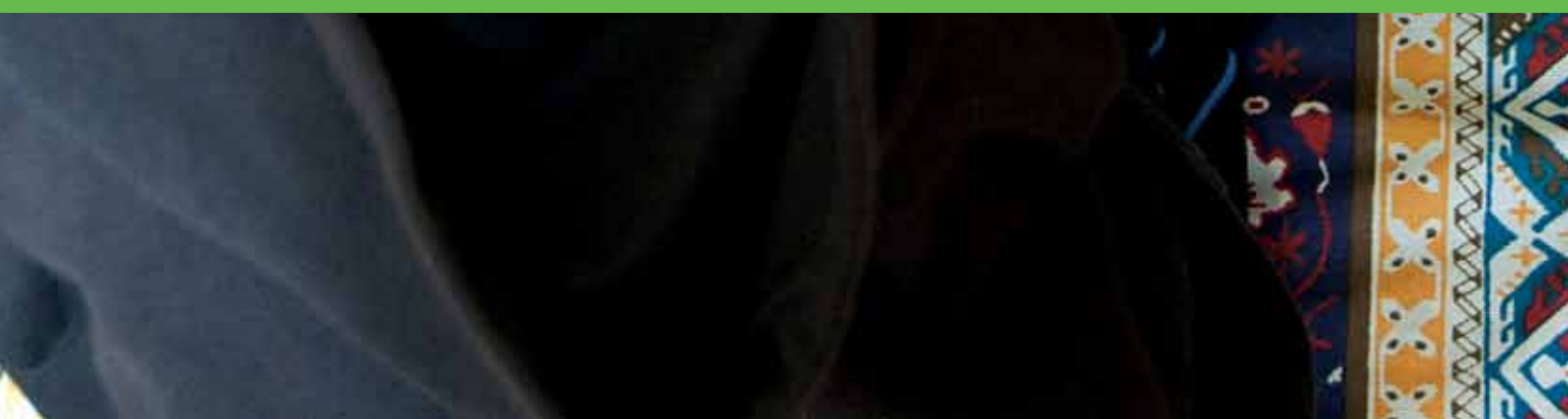
If you need to contact Children and Family Services out of normal office hours, call the 24-hour **South East Wales Emergency Team** on **0800 3284432**.

If you feel **urgent action** is needed because a child or young person is at immediate risk of harm, **contact the Police immediately on 999.**

PLEASE ACT PROMPTLY. IT CAN BE VERY DIFFICULT TO INVESTIGATE CONCERNS IF THERE IS A DELAY, AS SOME SIGNS OF ABUSE CAN DISAPPEAR VERY QUICKLY.



*"He who does not show mercy will not receive mercy."
(Al-Bukhari and Muslim)*



10.3 WHAT WILL CHILDREN AND FAMILY SERVICES DO WHEN I CONTACT THEM?

All referrals are taken very seriously and your concerns will be properly considered and acted upon. You will speak to a Social Worker Assistant who will take details of the child and your concerns and will either:

1. Provide advice and information
2. Direct you to the most appropriate service
3. Or take the referral.

You will be asked for the following information but we understand you may not have all the answers:

- **Who you are** concerned about;
 - Personal details of the child and their family
 - Name; date of birth, address; gender; ethnicity; any disability or special needs; siblings; who has parental responsibility
- Confirmation of consent;
 - If anyone has given you consent to contact Children and Family Services
- Details of your concerns;
 - What is the issue or problem?
 - What have you observed or been told?
 - When did any incident(s) happen (times & dates)?
 - When did you know about this information?
 - Where did the incident(s) happen?
 - Where are the child/their parent(s)/carers now?
 - Where is anyone else involved in the incident(s)?
 - Whether you feel that urgent action may be necessary to protect the child from harm

Make sure that you keep good notes of all calls and who you have spoken to from the Duty and Assessment Team.

If you have made a telephone referral to Children and Family Services, you should confirm it in writing within 24 hours, giving as much information as possible about the child, the child's home and family and the reasons for your concerns.

Will I have to give my name?

If you feel very strongly that you do not want to give your name, you don't need to. Your name and address will be kept confidential if you request it. Your concerns for a child or young person will still be considered.

10.4 WHAT WILL HAPPEN AFTER I HAVE REPORTED MY CONCERNS?

What happens next depends on the seriousness of the situation. When you report your concern, Children and Family Services will make some initial enquiries aimed at setting out a planned approach. However, if the child is in immediate danger, immediate action will be taken. A Senior Social Worker or Team Manager will assess the seriousness of the concern. A decision on the next course of action will be made within one working day.

Children and Family Services' response to a referral may be:

1. **No further action** – a decision may be made to take no further action at this stage. Children and Family services will try to contact you (or the person who has made the referral) to let you know of this decision. If you are still worried about the child, you could always call Children and Family Services again.
2. **Referral to other services.**
3. **The provision of services, information and advice.**



Prophet Muhammad (peace be upon him) said: *"He is not one of us who shows no mercy to our young ones and does not acknowledge the honour due to our elders."* (Bihar Al-Anwar)



4. Initial Assessment – if Children and Family Services feel the child in question is probably a “child in need”, that is, a child in need of additional services, an ‘Initial Assessment’ will be carried out by a Social Worker and completed within 7 working days. If the concern is serious, this will be completed much sooner.

The possible outcomes of the Initial Assessment are:

- No further action
- Provision of ‘child in need’ level of services
- Commencement of a ‘Core Assessment’ (see below)
- A ‘strategy discussion’ (see below)
- Immediate action to protect a child

CORE ASSESSMENT

If the child’s needs are considered complex, Children and Family Services will assess the child through a Core Assessment which has to be completed within 35 working days. Core Assessments are more comprehensive assessments where much more detailed information is collected to fully understand the child’s circumstances. A completed Core Assessment is then used to develop the plan for meeting the needs of the child or young person.

Emergency action to protect a child – if the child’s life is at risk or the child is likely to suffer serious harm, Police or Children and Family Services will act quickly to secure the immediate safety of the child. Emergency action may include:

- Talking to the child, with or without the parents’ permission
- Talking to the parents
- Accommodating the child with the parent’s permission
- Ensuring that the alleged abuser leaves the family home
- Enabling the child to stay somewhere where they are safe, with the parents’ permission or by using Police Protection or an Emergency Protection Order
- Removing the child by using Police Protection or an Emergency Protection Order

STRATEGY DISCUSSION

If it looks like abuse has happened or might happen, the Social Worker and others, like teachers or the Police, will hold a meeting called a ‘Strategy Discussion’ to decide whether a ‘Child Protection Enquiry’ (see below) is necessary.

A strategy discussion (sometimes referred to as a strategy meeting) normally takes place after an Initial Assessment or Core Assessment has indicated that a child has suffered or is likely to suffer significant harm. The purpose of a strategy discussion is to decide whether there are grounds for a Child Protection Enquiry.

CHILD PROTECTION ENQUIRY

A Child Protection Enquiry is required if there are reasonable grounds to suspect that a child is suffering or is likely to suffer significant harm.

If a Child Protection Enquiry is started, a Social Worker together with the Police will assess the concerns or allegations and also find out if a crime has been committed. The Child(ren) and Parents will be involved in this process.

Children and Family Services may also need to talk to other professionals who are involved in the child’s care such as school teachers, doctors or health visitors.

Will there need to be a medical assessment?

If Children and Family Services and/or the Police feel that a medical assessment is required, they will contact the parents and ask for permission. Other children in the

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"Who is the most favoured of Allah? He, from whom the greatest good comes to His creatures." (Al-Bukhari)

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Thaal



Thurah ذرة

د
Daal



Dairah دائرة

خ
Khaa



Khubz خبز

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Sad



Sunduq صندوق

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Sheen



Shajarah شجرة

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Sayyarah سيارة

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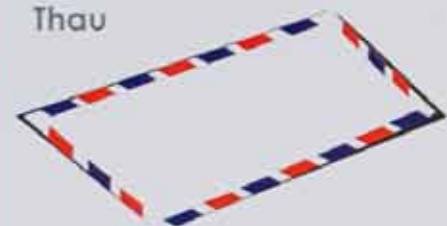
Ghassalah غسالة

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family may also need to have a medical assessment. A paediatrician (children's doctor) will carry out the assessment.

What happens after the Child Protection enquiry?

Children and Family Services will do one or more of the following:

- If there is no evidence of harm, no further action may be needed.
- Offer help or advice
- If there is still concern for the child's safety, then a child protection conference will take place

Initial Child Protection Conference

At the end of the Child Protection Enquiry, a recommendation may be made for an Initial Child Protection Conference (a multi-agency meeting) to be arranged. This meeting must take place within 15 working days.

The aim of this meeting is to bring various professionals together to share information and decide how to make sure that the child (or children) is kept safe.

The conference will decide if the child (or children's) name(s) needs to go onto the 'Child Protection Register'. This register is a list of children who are felt to be at risk of significant harm and who need a protection plan to keep them safe. The register is kept very securely and only properly authorised staff can access information from it.

If a child's name is placed on the Child Protection Register, another conference will be held after 3 months to decide whether the child still needs a plan of protection and if the answer is 'yes', whether the plan needs to be changed. Further conferences will then be held at least every 6 months.

The Child Protection Plan will end when the professionals at the conference decide that the child is safe and will continue to be safe without any further help from services or anyone outside their family.

Can children be taken away?

Children and Family Services try to ensure that as far as possible families stay together. However, sometimes this is not possible. In some cases, where it is felt that the child is in immediate danger, arrangements for temporary accommodation will be made. This could mean a child staying with relatives, friends or in foster care until it is safe for them to return home.

Will the person who made the referral be kept informed of progress?

Because of the highly confidential nature of this work, you will not be given detailed information about the outcome of an enquiry. However, you will be told whether an enquiry is taking place and you may be contact for further information. The referral process is clearly explained in Appendix 2, "Steps towards a Referral"

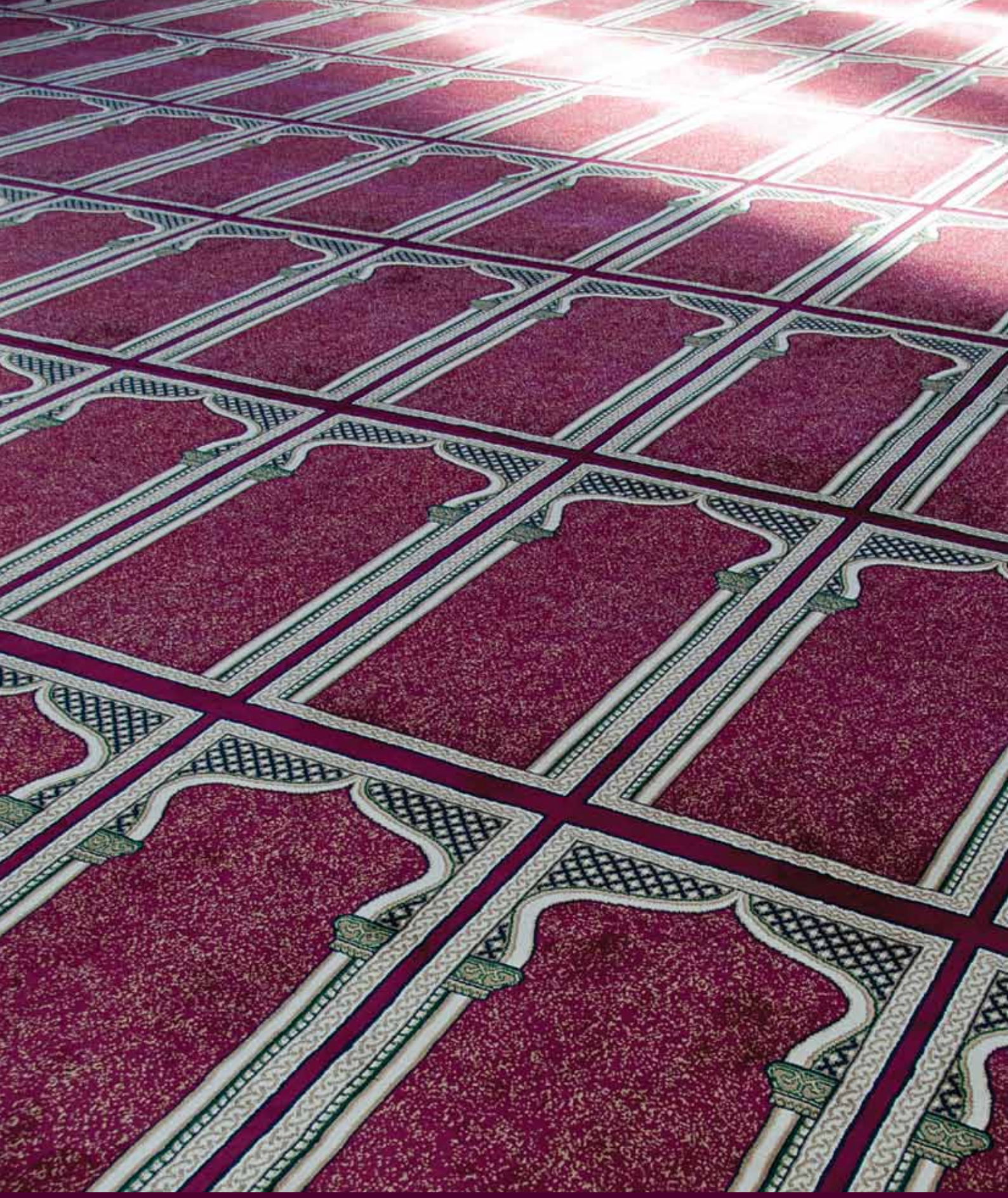
10.5 ADDITIONAL SAFEGUARDING REFERRAL: PRIVATE FOSTERING

What is private fostering?

Private Fostering is when a child or young person under 16 years old (or under 18 if disabled) goes to live with someone for 28 days or more by private arrangement (without the involvement of a Local Authority) with someone who is not a:

- Parent;
- Close relative (brother, sister, aunt, uncle, grandparent or step parent)
- Guardian or a person with Parental Responsibility;





"He who is deprived of kindness and gentleness is, in fact, deprived of all good." (Muslim)



Private foster carers might be:

- Friends of the child's family
- Someone willing to care for the child of a family they don't know; or
- Relatives not mentioned in the list above, for example a cousin or great aunt.

Examples of private foster care arrangements:

- Children sent to this country by parents from overseas for health care or education
- Children living with a friend or extended family member because their parent is ill or separating, divorcing or there are arguments at home
- Children on holiday exchanges
- Children living with host families for a variety of reasons

Why should you tell us about private foster care arrangements?

- A child could be at risk
- It is an offence for the carer and parent not to notify the Local Authority
- If you are a private foster carer, you could be putting yourself and your family at risk and miss out on help and support

Privately fostered children are one of the largest groups of vulnerable children in the UK. Newport City Council has a legal duty to ensure that children and young people who are being privately fostered are safe and properly cared for.

Under the Children Act 1989, you must tell the Council if you are entering into a private fostering arrangement. Please do not worry if you have been Privately Fostering for sometime but were unaware of your duty to let the Local Authority know. If you are in any doubt about whether or not what you are doing is private fostering, please contact Children and Family Services for advice.

What will children's services do?

Children and Family Services will work in partnership with the child, parents and private foster carer to ensure that the best possible arrangements are in place for the child.

When making a referral to Children and Family Services about a Private Fostering arrangement, you need to include the basic details for the child, the carer and the parent. Please provide information about the length of time that it is anticipated that this arrangement will last and the financial arrangements for the care of the child, if you know these details.

What happens next?

- A social worker will arrange a visit and speak to the carer and members of the household, in their own home.
- The social worker will also speak to the child and visit the parents, where possible.
- Children and Family Services will give information about private fostering, including details of support and advice available in Newport for the carer, the child and the parent.
- Private foster carers will have to provide information about the child, themselves and other members of the household.
- Children and Family Services will look at the private fostering arrangement to make sure the child is safe and is being properly cared for
- A social worker will visit the child regularly to offer support and make sure they remain safe and well cared for.



The Prophet (peace be upon him) said: "Honour your children and train them well, you will be forgiven by Him." (Bihar Al-Anwar)

10.6 CONFIDENTIALITY AND INFORMATION SHARING

Children and young people can only be protected if action is taken after concerns are recognised. This means sharing information with those agencies who are able to make enquiries and investigate the concerns. In most circumstances this would be Children and Family Services. Ethical and statutory codes concerned with confidentiality exist to protect individuals but they are not intended to prevent the exchange of information between different professionals and staff who have a responsibility for keeping children and young people safe. In cases where there are safeguarding concerns there is a duty to share all relevant information with those services who need to know. This may include disclosing (revealing) information (with or without the permission of the child or the parents/carers) with other professionals who need the information to ensure that children are kept safe.

All records concerning safeguarding must be securely stored and access is limited only to those who need to know.

It is important that all staff are sensitive when children tell them about their personal lives and abuse and are able to explain to the child the reasons why some information must be shared. Staff should reassure the child and explain that the situation will not become common knowledge within the Mosque school and the wider Muslim community.

11. Shared Responsibility: Mosques, Mosque Committees and Mosque Schools

The majority of Mosques in Newport are managed and maintained by independent Mosque Committees.

Mosques provide an important specific service for children, parents and the Muslim community as a whole. Traditionally, children between the ages of 5 and 14 attend Mosque school on a daily basis after normal school for one or two hours. Children are taught to read the Qur'an in Arabic, learn local ethnic minority languages such as Urdu, Punjabi and Bengali. Older children are taught the principles of their faith and are given explanations of the Qur'an by the Imam. Younger children may be taught in mixed gender groups, but as children reach puberty they are taught in separate classes. Besides religious education, Mosque schools also play a key role in preserving cultural heritage and teaching morals which encourage children to adopt good behaviour in line with the Islamic faith and society as a whole.

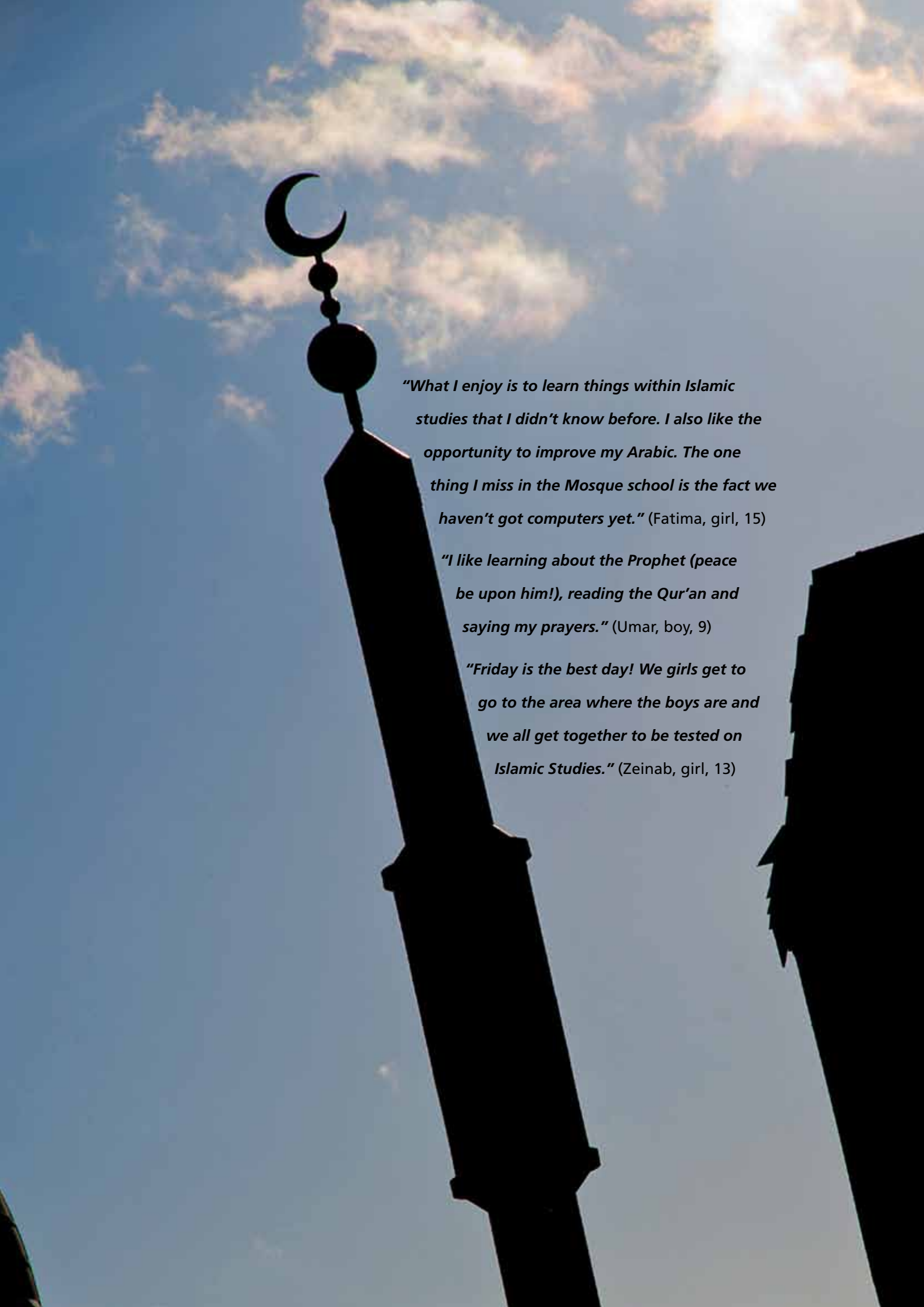
The school is funded by monthly fees paid by parents and are normally managed by Imams with assistance from volunteers and sometimes committee members. Although the overall responsibility for the curriculum and teaching within the Mosque school is the responsibility of the Imam and Mosque Committee, there is heavy reliance on a number of volunteers (often parents) to take teaching groups of children.

Mosque Committees provide the management and overall responsibility for the Mosques. Imams are responsible for Islamic education and pastoral (religious) care. It is a duty of Mosque Committee (usually a charity) to ensure that children are kept safe within the Mosque. See "Strategy for Dealing with Safeguarding Children and Vulnerable Adults Issues in Charities" at the Charity Commission website:

http://www.charitycommission.gov.uk/library/safeguarding_strategy.pdf

11.1 APPLYING SAFEGUARDING IN THE MOSQUE CONTEXT

Mosques play an important role in keeping children safe in the local community. They must do this by creating a safe environment for children and by taking proper action (referring vulnerable children to the right agency) whenever they are concerned about a child. Lessons learnt following the deaths or serious harm of children undertaken across

A low-angle photograph of a mosque minaret, silhouetted against a bright blue sky with scattered white and orange-tinted clouds. The minaret is a tall, dark, tapered structure with a crescent moon and three decorative spheres at its peak. The sun is visible in the upper right corner, creating a lens flare effect.

"What I enjoy is to learn things within Islamic studies that I didn't know before. I also like the opportunity to improve my Arabic. The one thing I miss in the Mosque school is the fact we haven't got computers yet." (Fatima, girl, 15)

"I like learning about the Prophet (peace be upon him!), reading the Qur'an and saying my prayers." (Umar, boy, 9)

"Friday is the best day! We girls get to go to the area where the boys are and we all get together to be tested on Islamic Studies." (Zeinab, girl, 13)

the UK, have taught us the importance of sharing information and working together when there are concerns about the welfare of a child or family.

This means that every person including Mosque Committees, Imams, tutors, volunteers and parents must take responsibility in safeguarding children by taking appropriate actions to protect the rights, interests and needs of children attending Mosques and taught in Mosque schools. The same responsibility applies to individuals or organisations that set up any other types of Islamic education settings, either as a private business or at their homes, other people's homes, or at community venues.

This responsibility means in situations where there is concern about the welfare of a child or the suspicion that a child may be at risk of harm or neglect, Mosques and other similar community settings should follow the procedures set out in the present guidance and contact Children and Family Services. It is never appropriate for the person with concerns to initiate their own enquiries or investigation.

All Mosque staff, parents and children should be made aware of the Mosque's strong commitment to keep children safe. This will be assisted by having clear Child Protection and Health and Safety Procedures in place and by appointing a Mosque Child Protection Officer to take the lead on safeguarding matters on behalf of the Mosque Committee.

11.2 APPOINTING A CHILD PROTECTION OFFICER FOR MOSQUE COMMITTEES

In order to assist Mosque Committees in meeting their responsibilities for safeguarding, a Mosque Child Protection Officer should be appointed to take the lead for safeguarding.

The appointed Mosque Child Protection Officer doesn't need to be the Imam necessarily. Ideally he or she should be a member of the Mosque Committee, a strategic advantage when it comes to addressing issues or needs relating to safeguarding at a management level. Larger Mosques may also wish to appoint a deputy (or deputies).

Once appointed, the Child Protection Officer should receive child protection training offered by Newport Safeguarding Children Board, which can be updated on an annual basis.

Good Practice:

In addition to appointing a Child Protection Officer, Mosques may wish to consider having a senior member of the Committee with sufficient status and authority within the Mosque's community to have responsibility for child protection. This trustee would champion children's issues and support the work of the Child Protection Officer in ensuring that resources are committed to child protection matters and satisfactory arrangements are in place within the Mosque.

The primary responsibilities and duties of the Child Protection Officer are:

- To ensure that the Mosque has a current Child Protection Policy and Procedures in place and that these are regularly reviewed in line with any new guidance from the Newport Safeguarding Children Board.
- That Mosque Committee Members, all staff, volunteers, become familiar with the Child Protection Policy and Procedures and that parents, children and young people attending the Mosque are aware of these documents.
- That all new staff receive an induction that includes information about keeping children safe in the environment.
- To contact Children and Family Services on behalf of the Mosque for advice, guidance or to make a referral if there are concerns about individual children.
- To provide guidance to the Mosque Committee and staff about keeping the Mosque a safe place for children and young people and alert the committee to any issues of concern. This may include the need to develop other policies covering topics such as the safe recruitment of new staff members and the behaviour of staff, volunteers, children and parents for example.
- To ensure that all Mosque School teachers and volunteers receive appropriate training in child protection.



- To support members of staff and others including parents if requested, on actions to be taken if there are concerns about the welfare of individual children.
- To oversee the necessary Criminal Records Bureau (CRB) checks of current or new staff members as well as of volunteers.
- To act as the 'link' between the Mosque and statutory agencies (Police and Children and Family Services) in relation to child protection matters.
- To alert the Committee to any arrangements within the Mosque that require attention in order to keep children safe.
- To ensure that all children and young people attending the Mosque are aware of how to seek help if they are worried about themselves or other children.

12. Allegations Made Against a Mosque School Staff Member

Staff do not normally expect allegations of abuse to be made against fellow staff members such as the Imam, teachers, volunteers, etc. However, it is important that they acknowledge that such a possibility exists. It is important that all staff in contact with children and young people act in ways in which their behaviour cannot be misunderstood or lead any reasonable person to question their suitability to work with children and young people.

Safeguarding concerns may arise in all areas of work. There are specific procedures for dealing with allegations of abuse against adults in positions of trust or responsibility, such as teachers, social workers, and people in voluntary organisations. These procedures also apply to Imams and other teaching staff within Mosques. Any allegation of children being abused by a staff member should be taken seriously and referred to Children and Family Services. Mosque Committees, as governing bodies, have a role in exercising their disciplinary functions in respect of child protection allegations against a member of staff, but they should not investigate individual cases. This will be carried out by Children and Family Services (and/or the Police) once they have been notified of concerns through a referral.

13. Creating a Safe Learning Environment

It is particularly important that all those who attend and work within Mosques understand what is expected of them. It is also important that parents feel confident that their children are being cared for by people who have a clear understanding of the needs of children and how to keep them safe.

Children learn about behaviour from adults around them and it is the responsibility of parents, the Imam, teachers and volunteers to provide guidance on good behaviour and act as good role models at all times.

Achieving good behaviour is not just expecting children to be quiet and obedient. It is important to teach children to live alongside others and encourage them to understand individual rights and responsibilities. In order for children to learn good behaviour, adults should set an example because children learn not only through teaching but also by seeing how adults behave towards them and other people.

To use physical punishment to correct a child's behaviour is against UK law.

Therefore Mosques should develop and adopt:

- **Children Protection Policy and Procedures:** This document should state that the Mosque has a duty to keep children safe from any form of abuse or harm and should guide Mosque school staff on what steps to take when there is concern about the safety or welfare of a child. (See Appendix 1 - model policy)
- **A Good Behaviour Policy:** about encouraging and maintaining good behaviour (Appendix 4 - model policy)
- **Anti-bullying Policy:** to consider the prevention and management of bullying behaviours.
- **Others:** useful policies such as 'Health and Safety', 'Fire Safety' and 'First Aid' should consider the particular vulnerability of children

13.1 ENGAGING WITH PARENTS: LISTENING TO THEIR VIEWS AND TALKING ABOUT SAFEGUARDING

It is important to listen to parents and encourage their involvement in helping to run the Mosque school activities. The message from parents is a universal one - they want their children to learn in a safe environment:

“I would like my children to be taught through structured lessons. But more importantly, I want my children to be safe, make friends and be happy” (Father of 7 year old boy)

“Ideally a shorter session of an hour, let’s say, with more teachers teaching smaller groups of eight or ten children would be good. This would help Mosques deal better with children’s behaviour by prompting more positive disciplining methods” (Mother of 6 year old girl).

“Parents, Imams and Mosque committees need to be more supportive, creating balance between school and Mosque methods of teaching” (Father of 3 children under age of 10)

Parents, guardians and carers need to be made aware of the Mosque’s commitment to safeguarding children. Information should be provided about the Mosques’ Child Protection Policy and the need to share personal information and work with other agencies where there are concerns about children.

In some circumstances, it may be necessary and in the best interest of the child to seek advice or refer directly to Children and Family Services, rather than speaking to the parents or carers of a child (for example, when there are concerns that a parent or carer may have harmed a child).

Provided at Appendix 5 is the “Information for Parents” template - Mosque schools may wish to adapt for use.

Good Practice:

All staff, should, as part of their induction, be given a written statement about the Mosque school’s Child Protection Policy and Procedures, and the name and contact details of the Mosque Child Protection Officer when they first take up their duties.

Mosque schools may wish to maintain records regarding who has undertaken which training and when, (and who has not), and require staff to sign a document declaring that they are familiar with the Child Protection Policy and Procedures and that they undertake to abide by those work processes.

Mosques may wish to make such compliance a prerequisite of their Contract of Employment and/or part of the relevant Code of Conduct.

Good Practice:

Members of Mosque Committees might wish to undertake relevant training about child protection themselves to ensure they have the knowledge and information needed to perform their functions and understand their wider safeguarding responsibilities.



13.2 TALKING WITH AND LISTENING TO CHILDREN AND YOUNG PEOPLE

The views of children and young people attending the Mosque should be sought and heard. They should be made aware of the policies and procedures in place to keep them safe, how they can access help for themselves or if worried about others. Local and national support services for children should be made available. Children and young people should also be made aware of the expectations on them in respect of their own behaviours. A model information leaflet is provided in Appendix 5 (page 57) .

Mosques should inform children and young people about adopted policies and procedures aimed at keeping them safe and how they can access help for themselves or others they may be worried about. Information about local and national support services should be given to them.

14.Appointment Process: Recruitment of Staff & Volunteers

The recruitment process is important for maintaining a safe environment. It starts with the job advertisement which should make clear the Mosque's commitment to safeguarding.

The following points should be considered as best practice when employing new people, whether in a paid or voluntary, permanent or temporary role:

- Have job descriptions for every position in the Mosque school so that staff and the Mosque Committee members are clear about their duties and the knowledge and skills required for each post;
- Ensure candidates can confirm their identity by providing original official documents such as a birth certificate, driving licence or passport;
- Verify the authenticity of academic and professional qualifications;
- Ask for a full employment history;
- Request references from the current (or most recent employer) and from past jobs that involved working with children;
- Make appointments only after references have been obtained and checked;
- All appointments should be subject to a probationary period (trial);
- All applicants should be asked to declare any criminal convictions or cautions;
- An enhanced Criminal Records Bureau (CRB) check will be needed

Further advice on vetting and barring can be obtained from the following website:
www.homeoffice.gov.uk/crime/vetting-barring-scheme

14.1.TRAINING

All staff who come into contact with children, whether paid or voluntary, should receive training when first appointed and in future carry on receiving suitable refresher training regularly to keep their knowledge and skills up to date. The Mosque Child Protection Officer should advise on this.

All staff must be familiar with the Mosque's own Child Protection Policy and Procedures. The Newport Safeguarding Children Board (NSCB) website will provide information about local training.



15. Acknowledgements

The inspiration and the basis for this document came from Shakeel Hafez's pioneering work, Safe Children, Sound Learning, (Kirklees Council 2003) and the subsequent Safeguarding Children, Guidance for Madressahs and Supplementary Schools (Kirklees Council 2010). Both the NSCB and the BME Communities First Partnership are grateful to Shakeel for his kind advice on many aspects of this document.

The above Boards would also like to thank Judith Dunn (former Business Manager of the NSCB) for introducing Shakeel to Newport Mosques and for suggesting the publication of this safeguarding guidance.

The NSCB and the BME Communities First Partnership also wish to show their appreciation to the following individuals and their organisations for their significant contributions towards the publication of this guidance:

Mashahid Ali, Executive Member of Anondho Dhara

Mubarak Ali, Secretary of Islamic Society for Wales

Mustafa Ali, Chair of Newport Black and Minority Ethnic Partnership

Omar Ali, Chair of Amana Youth and Community Association

Lesley Barker, Clinical Nurse - Safeguarding, Gwent NHS Trust

Wendy Booth, Noah Education (Newport)

Mike Davies, Community Safety Partnership Coordinator

Sheikh Ali Ahmed Mohamed Elsherbini, Imam of Al-taqwa Mosque

Farzana Ikram, Chair of Al Islah (Islamic Education for Children)

Syed Ali Jawad, Chair of Al-Madinah Educational Centre

Eli Jones, Research & Policy Officer (Newport City Council)

Wahida Kent, Director of ABCD Cymru

Saleem Kidwai, Secretary General, Muslim Council of Wales

Andre Laida, BME Partnership (Young People)

Shajan Miah, BME Partnership (Generic Support)

Latif Mohammed, Islamic Society for Wales

Syed Niaz Hussein Naqvi, Maulana of Hussaini Mission

Mike Nicholson, Head of Children and Family Services

Danilo Padilha, BME Partnership (Children and Family Services)

Tracey Pead, Manager of Gwent Education Minority Ethnic Service

Imam Rafiq-ur-Rehman, Jamia Mosque

Imam Sadiq-ur-Rehman, Al-Noor Mosque

Ali Mukhtar Sadiq, Secretary of Hussaini Mission

Lin Slater, Designated Nurse - Safeguarding, Public Health Wales

Farhat Shoukat, Treasurer of Al Islah and tutor

Joanna Graham, Business Manager, NSCB

Heather Vaughan, Head of Saint Woolos Primary School

Dr. Abdalla Yassin, Vice-chair, Muslim Council of Wales

16.Directory of Mosques & Local Agencies:

Mosques

AL-NOOR MOSQUE
23A Harrow Road, Maindee,
Newport, NP19 0BU
01633 662032

JAMIA MOSQUE
183-186 Commercial Road, Pillgwenlly,
Newport, NP20 2PP, 01633 662096
www.jamiamosqueneuport.org

AL-TAQWA MOSQUE
20 Alexandra Road, Pillgwenlly, Newport,
NP20 2GY

NEWPORT CENTRAL JAME MOSQUE
63-65 Stow Hill, Newport,
NP20 4DU, 01633 243413
www.newportcentraljamemasjid.com

HUSSAINI MISSION
1 Commercial Road, Newport,
NP20 1DT, 01633 252 511
www.hussaini-mission.org.uk

SHAHPORAN MOSQUE
51-52 Hereford Street, Maindee, Newport,
NP19 8DT, 01633 243413

**EAST NEWPORT ISLAMIC CULTURAL
Centre**, 12 Cedar Road, Maindee, Newport,
NP19 0BA, 01633 243413

ISLAMIC SOCIETY FOR GWENT
Former United Reform Church, Victoria
Road, Stow Hill, Newport, NP20 4EQ

Safeguarding

**CHILDREN AND FAMILY SERVICES
("SOCIAL SERVICES")**
Newport City Council
Corn Exchange, High Street,
Newport, NP20 1RN
01633 656656

**NEWPORT SAFEGUARDING
CHILDREN BOARD (NSCB)**
Business Manager: 01633 656656
www.newport.gov.uk/nscb

NSPCC 24 HOUR HELPLINE
Freephone: 0808 800 5000
Calls to the helpline are free from
landlines (and some mobile phone
networks)

NSPCC ASIAN HELPLINE
Freephone: 0808 800 5000
Calls to the helpline are free from
landlines (and some mobile phone
networks)

GWENT POLICE
Newport Central Police Station
1-3 Cardiff Road, Newport, NP20 2EH,
Telephone: 01633 838111

BARNARDO'S
Barnardo's works with vulnerable children
and young people, helping them and their
families to overcome problems like abuse,
homelessness and poverty.
114 Lower Dock Street, Newport, NP20
2AF, Telephone: 01633 251192.
(national rate). www.barnardos.org.uk

**BLACK AND ETHNIC MINORITY
PARTNERSHIP (COMMUNITIES FIRST)**
For free help to produce a child protection
policy procedures and information about
child protection training contact: Children
and Family Services Development Worker:
07974189299

CLIC
The National Information and Advice
Service for young people in Wales aged 11

17.Sources of information and Internet Resources

Safe Children Sound Learning; by Shakeel Hafez, Kirklees Council 2003

Safeguarding Children, Guidance for Madressahs and Supplementary Schools; by Shakeel Hafez, Kirklees Council 2010

The following documents can either be accessed or downloaded at the following websites:

All Wales Child Protection Procedures 2008

www.awcpp.org.uk/areasofwork/safeguardingchildren/awcpprg/proceduresandprotocols/index.htm

Female Genital Mutilation

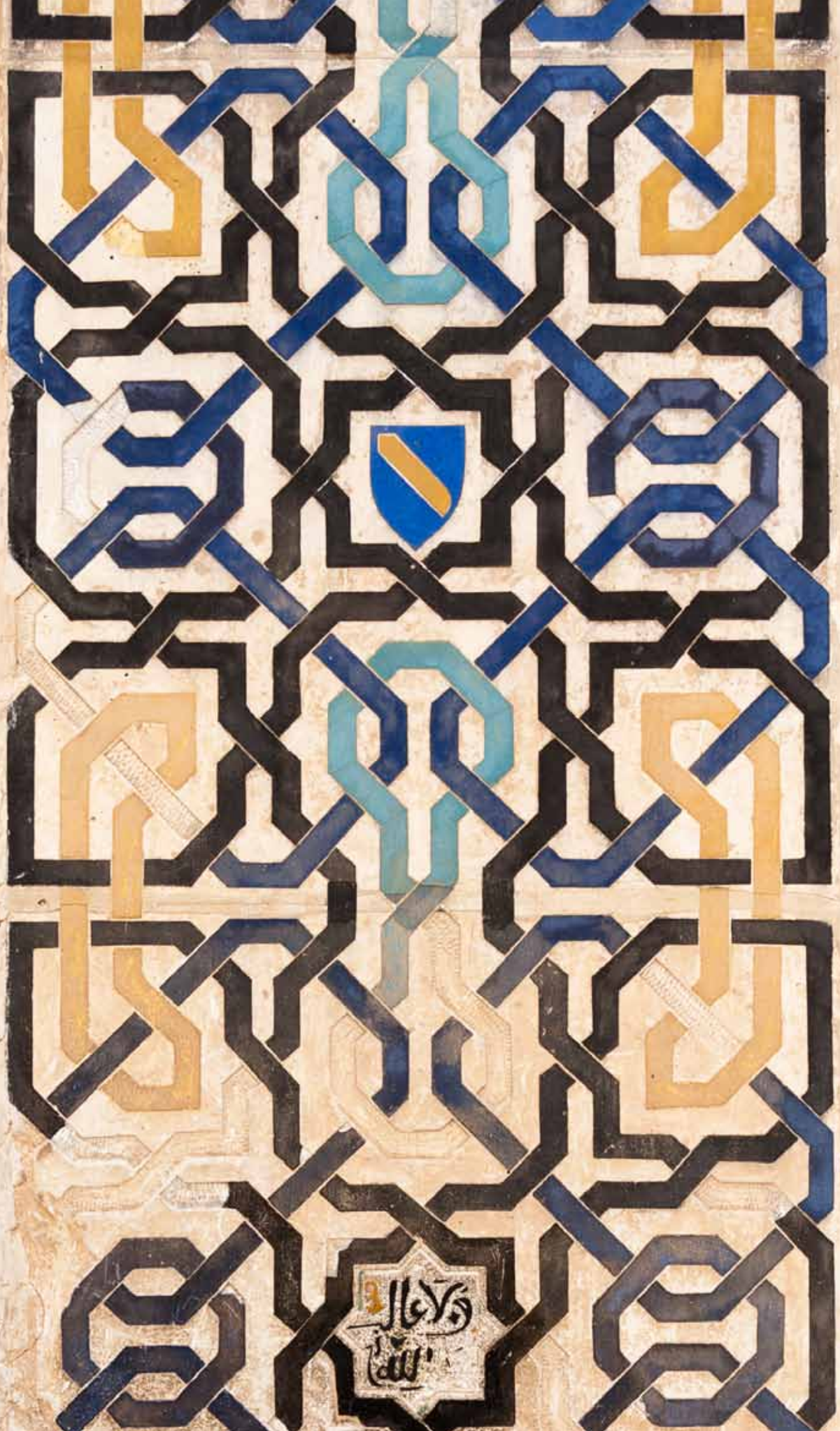
www.opsi.gov.uk/acts/acts2003/ukpga_20030031_en_1#11g5

Welsh Assembly Government (Seven Core Aims)

www.wales.gov.uk/topics/childrenyoungpeople/strategy/?lang=en

Working Together to Safeguard Children 2006

www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00060



وَلَا عَالِيَ إِلَّا لِلَّهِ

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APPENDIX 1.

Child Protection Policy (model)

- 1 All Imams and volunteers of the Mosque have a duty to safeguard children taking part in any activities organised by the Mosque.
- 2 The.....Mosque has appointed..... as the Child Protection Officer responsible for promoting the safeguarding agenda and coordinating any child protection concerns or allegations. All Imams and volunteers of the Mosque have a duty to report any welfare concerns about possible abuse or neglect of children. This must immediately be brought to the attention of the Mosque Child Protection Officer.
- 3 All Imams and volunteers have a responsibility to share information about the protection of children with the appropriate agencies such as Children and Family Services (Social Services) and the Police.
- 4 If a child makes an allegation about abuse by their parents or carer, the Mosque Child Protection Officer will first have to contact Children and Family Services 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 Imam, the Mosque Child Protection Officer will first contact Children and Family Services before a decision is made about who will speak to him and when.
- 6 The Mosque 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 Mosque will be given a copy of this policy.
- 8 All Imams and volunteers will be appointed subject to a police check, a suitable reference and training.
- 9 The Mosque will review this policy 3 yearly.

APPENDIX 1.

Child Protection Procedures for Staff (Model)

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

TheMosque has developed a Child Protection Policy and Procedures. It has also a designated Mosque Child Protection Officer responsible for the coordination of child protection procedures and for liaison with the appropriate agencies.

- 1 Any concern about abuse brought to the attention of an Imam must be reported to the Mosque Child Protection Officer.
- 2 The Imam in question (or Child protection officer) must complete Form 1A as soon as possible and practicable.
- 3 The Mosque Child Protection Officer will discuss the matter with the Imam and read and countersign Form 1A.
- 4 The Mosque Child Protection Officer will immediately contact Children and Family Services to discuss the information and send them the necessary documentation.
- 5 If the Mosque Child Protection Officer is the person against whom the allegation is made, either the Chair or Secretary of the Mosque must be notified immediately.
- 6 Any allegation against senior office bearers should also be reported to the Trustees.
- 7 The Mosque Child Protection Officer will inform the Chairman of Mosque.
- 8 The Mosque Child Protection Officer will complete and sign Form 1B.
- 9 The Mosque Child Protection Officer will ensure that written records, which include the date, event, any comments made by the child or young person and the actions taken, are maintained in a secure location.

Newport Children & Family Services

ICS - Referral and Information Record

The Referral and Information Record gathers together the essential information about a child or young person. There is an expectation that within **one working day** of a referral being received there will be a decision about what response is required (paragraph 3.8, *Framework for the Assessment of Children in Need and their Families, 2001*).

SSD Case Number:		Date referral received:	
Is the Parent/Carer aware of the referral?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Is this a re-referral?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If Yes, does the reason for the re-referral indicate that the response to the original referral did not appropriately address the client's needs:			Yes <input type="checkbox"/> No <input type="checkbox"/>
Has consent been obtained to make this referral?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If Yes, is consent:	Written <input type="checkbox"/> Verbal <input type="checkbox"/>
In No, give reason:			

CHILD/YOUNG PERSON'S DETAILS

Surname:	Forenames:	Child/Young Person's first language or preferred means of communication:	
Alias:	DOB or expected date of delivery:		
Gender: Male <input type="checkbox"/> Female <input type="checkbox"/> Unborn <input type="checkbox"/>	Is an interpreter/signer required?		Yes <input type="checkbox"/> No <input type="checkbox"/>
Address:	Social Services Team:		
Postcode:	Tel:	Responsible Authority:	
Current address if different from above:			
Postcode:	Tel:		

CHILD/YOUNG PERSON'S ETHNICITY

Black or Black British	Asian or Asian British	White	Mixed	Other Ethnic Groups
<input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other Black Background	<input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian Background	<input type="checkbox"/> White British <input type="checkbox"/> White Irish <input type="checkbox"/> Any White Background <input type="checkbox"/> White Welsh	<input type="checkbox"/> White & Black Caribbean <input type="checkbox"/> White & Black African <input type="checkbox"/> White & Asian <input type="checkbox"/> Any other Mixed Background	<input type="checkbox"/> Chinese <input type="checkbox"/> Any other ethnic group <input type="checkbox"/> Not given If other, please specify:
Further details regarding Child/Young Person's ethnicity:			Child/Young Person's Religion:	
Child/Young Person's Nationality (if not British):			Home Office Registration Number:	
Immigration Status:		Asylum Seeking <input type="checkbox"/>	Refugee Status <input type="checkbox"/>	Exceptional leave to remain <input type="checkbox"/>

CHILD/YOUNG PERSONS MAIN CARERS

Name	Relationship to Child/Young Person	First Language	Ethnicity	Parental Responsibility
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
Parents/Carers First Language:		Is an interpreter/signer required? Yes <input type="checkbox"/> No <input type="checkbox"/>		
Other main Carers: Yes <input type="checkbox"/> No <input type="checkbox"/>		Please specify name:		
Are any of the main Carers disabled? Yes <input type="checkbox"/> No <input type="checkbox"/>		Please specify Carer:		
Name of disabled Carers Local Authority and LASS Number:		If Yes, please specify name of disabled Carers, main Carer:		

PARENT'S DETAILS IF NOT MAIN CARERS

Mother's name:	SSD Case Number (if appropriate):	DOB:	
Address:	Postcode:	Tel:	
Mother's first language:	Mother's ethnicity:		
Father's name:	SSD Case Number (if appropriate):	DOB:	
Address:	Postcode:	Tel:	
Father's first language:	Father's ethnicity:	Does Father have parental responsibility? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Is either Parent disabled?	Mother <input type="checkbox"/> Father <input type="checkbox"/> None <input type="checkbox"/>	Is an interpreter/signer required?	Mother <input type="checkbox"/> Father <input type="checkbox"/> None <input type="checkbox"/>

Referral Reason:	Priority Level:
Reason for referral/request for services:	
Referred by:	Date:
Address:	Tel:
Agency/relation to Child/Young Person:	Does the referrer wish to remain anonymous? Yes <input type="checkbox"/> No <input type="checkbox"/>

CHILD/YOUNG PERSON AND FAMILY NETWORKS**Significant family members who are not members of the Child/Young Person's household**

Name	DOB	Relationship	Address	Postcode	Tel

Other Social Services cases associated with the Child/Young Person

Name:	SSD Case No:
Name:	SSD Case No:

KEY AGENCIES

Agency	Name	Address including postcode	Telephone	Parental Consent	Date of Consent
General Practitioner				<input type="checkbox"/>	
Health Visitor				<input type="checkbox"/>	
Nursery or School				<input type="checkbox"/>	
Other Agencies (please specify)				<input type="checkbox"/>	

OTHER HOUSEHOLD MEMBERS (including non-family members):

Surname	Forename	DOB	If known to SS – DRAIG case number	Relationship to Child/Young Person	Tick if also referred to SS at same time as Child/Young Person
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>

FURTHER DETAILS ABOUT THE CHILD/YOUNG PERSON AND FAMILY

Disabled – The Child/Young Person referred is disabled: Yes <input type="checkbox"/> No <input type="checkbox"/>		The Child/Young Person referred is on a disability register: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Child Protection – The Child/Young Person referred is on the Child Protection Register of another Local Authority: Yes <input type="checkbox"/> No <input type="checkbox"/> The Child/Young Person referred has been registered previously by any Local Authority: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Name of Local Authority:		Category:	
Date of Registration:		Date of De-Registration:	
Looked After – Is the Child/Young Person referred Looked After by another Local Authority? Yes <input type="checkbox"/> No <input type="checkbox"/> Child/Young Person referred has been Looked After previously by any Local Authority: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Name of Local Authority:		Start Date:	End Date:
Relevant information: Other Child(ren)/Young Person(s) in the family is/has been on a Child Protection Register: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Name:	Date of Registration:	Date of De-Registration:	
Name:	Date of Registration:	Date of De-Registration:	
Name:	Date of Registration:	Date of De-Registration:	
Other Child(ren)/Young Person(s) in the family(s) is/has been Looked After by a Local Authority:			
Name:	Start Date:	End Date:	
Name:	Start Date:	End Date:	
Name:	Start Date:	End Date:	
Person Completing Form:		Signature:	Date:
Further Action – For Social Services Use Only			
Practice note: ensure this referral is collated with previous referrals or files			
No further action <input type="checkbox"/> Provision of information and advice <input type="checkbox"/> Referral to other agencies <input type="checkbox"/>			
Initial Assessment <input type="checkbox"/> (please specify other): (to be completed within 7 working days)			
Referrer informed of action taken: Yes <input type="checkbox"/> No <input type="checkbox"/> If no, date this be done:			
Parent's informed of action taken: Yes <input type="checkbox"/> No <input type="checkbox"/> If no, date this be done:			
Child/Young Person informed of action taken: Yes <input type="checkbox"/> No <input type="checkbox"/> If no, date this be done:			
Other action(s) (please specify):			
Name of Social Worker:		Signature:	Date:
Name of Team Manager:		Signature:	Date:

Flowchart for Referral





Please note that the following forms are not the official forms used by Children and Family Services (Social Services). We have included them because we feel that they may be more suitable for you to record any incident.

If you wish to use the official referral forms, please use the ones on page 52.

<p>8. What was said by those involved?</p>	<p>11. Who was involved in the incident? (if possible, record in what way)</p>
<p>9. What, if any, evidence of possible harm can be recorded? (e.g: bruises, bleeding, change of behaviour, etc)</p>	<p>12. Name of person completing this form: (please PRINT)</p> <p>Date and time:</p>
<p>10. Who else has been told about this incident?</p>	<p>13. Name and signature of Mosque Child Protection Officer:</p> <p>Name: (please PRINT)</p> <p>Signature:</p> <p>Date and time:</p>

CHILD PROTECTION INCIDENT FORM part 2

1. Name of person contacted at the Duty and Assessment Team (Children and Family Services – “social services”)

Date of referral:

Time of referral:

2. How was the case referred to the Duty and Assessment Team?

Telephone Fax Email

Other. Please specify:

3. What advice was given by the Duty and Assessment Team?

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

Yes No

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

Yes No

6. Has the Chair of the Mosque been informed?

Yes No

7. Action taken/ No further action (delete as appropriate)

8. Name and signature of Mosque Child Protection Officer:

Name: (please PRINT)

Signature:

Date & Time:

APPENDIX 5.

Good Behaviour Policy: Islamic Context

Children learn about behaviour from adults around them and it is the responsibility of parents, the Imam, teachers and volunteers to provide guidance on good behaviour and act as good role models at all times. The Prophet Muhammad (Peace be upon Him) said: "The best amongst you are those who have the best manners and character" (Bukhari).

Achieving good behaviour is not just expecting children to be quiet and obedient. It is important to teach children to live alongside others and encourage them to understand individual rights and responsibilities. In order for children to learn good behaviour, adults should set an example because children learn not only through teaching but also by seeing how adults behave towards them and other people.

Physical punishment should never be used to correct a child's behaviour and in these settings this is against UK law.

- **Lead by example and be clear about how children should behave.**

It is widely recognised that the Prophet Muhammad (PBUH) said: "The best of you is he who has learnt the Qur'an and then taught it to others" (Bukhari). The children and their carers will have high expectations of the teacher, making leading by example an essential aspect of the Mosque school.

- **Catch the child being good. Praise them when they are working well and showing kindness to others rather than only criticising other behaviours.**

This positive reinforcement of good behaviour has been shown to work well in all educational settings. This approach is clearly recommended in the Qur'an: "Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best" (Surah An Nahl, v.125). Furthermore, Prophet Muhammad (PBUH) stated: "Softness beautifies things and when that softness is taken away, they lose their glamour" (Bukhari), as well as: "Allah likes kindness in all things" (Bukhari).

- **Use positive instructions, for example, "Walk safely," rather than, "Don't run!"** It is much easier for a child to accept being told "to do" something rather than being told "not to do" something.
- **Use 'proximal praise'. Praising the child who is sitting nicely beside a child who is misbehaving can encourage the target child to sit appropriately.**
- **Explain the rewards in use, for example, praise, doing a favourite activity, giving away stickers or other forms of "treats", as well as implementing sanctions for bad behaviour.**

Schools teach children that they have a choice about behaviour and that making the right choice brings a reward, such as praise or recognition from others.

- **Calmly repeat an instruction if necessary, or have a quiet word with the child, encouraging them to make the right choice. This discreet method is often far more effective than raising the voice and encouraging conflict.**

Anas tells us about how Prophet Muhammad related to others in a kind way: "I served him for ten years, and he never said 'Uff' (an expression of disgust) to me. He never said: 'Why did you do that?' for something I had done, nor did he ever say, 'Why did you not do such and such?' for something I had not done" (Bukhari). Clearly both the Prophet Muhammad (PBUH) and Anas were exceptional people, however, this does explain how shouting and conflict is not the Islamic way of relating to others.

- **Help the child to make the right choice by explaining why an instruction is necessary.**

Children may not be aware of the reason of the instruction and should have this explained for them so that they can understand.

- **Ensure that sanctions are fair and consistent.**

A consequence for not following an instruction may be removal from the group for a minute or more, or it may lead to a greater loss of privilege, for example, not being allowed to do a certain activity.

- **Criticise the behaviour, not the child.**

Remind the child that it is their behaviour that is wrong, for example their actions are 'silly' not the child. Remind them again about choice. Criticising or shouting at the child in a personal manner is not appropriate.

- **Develop the child's self esteem through creating a calm, positive environment and recognising and acknowledging appropriate behaviour.**

Prophet Muhammad (PBUH) said, "He is not one of us who shows no mercy to our young ones and does not acknowledge the honour due to our elders" (Tirmidhi). Part of showing mercy is to think of the child's feelings, thereby creating a good atmosphere and taking notice of good behaviour.

- **Create a climate of trust where children are confident that their concerns will be heard.**

Children who feel valued and respected by adults are more likely to share views and concerns with them, therefore enabling those who care for them to understand any underlying reason for their behaviour.

- **Bullying must not be tolerated and should be addressed appropriately and according to policy.** Bullying is a very serious matter in Islam and we are reminded by The Prophet (PBUH) saying: "A Muslim is a person who does not harm another Muslim with his tongue or with his hands..." (Bukhari). Making children aware of this advice is important, along with being a role model.

These methods should assist in managing behaviour where necessary, and help to create a more relaxed environment for everyone. Teaching, children can be a stressful occupation.

It may also help to remember that once when the Prophet Muhammad (PBUH) was praying, his grandson jumped on his back whilst he was prostrating (pretending that the Prophet was his horse!), and the Prophet (PBUH) did not get up from sujood (prostration) until his grandson had finished playing!

APPENDIX 6.

Information for Parents (Model)

INFORMATION FOR PARENTS

1. Mosque schools have a responsibility to ensure the wellbeing of all pupils. This means that this Mosque school will have a senior member of staff, the designated child protection officer who is responsible for these matters (see name details below).
2. We have child protection policy and procedures, which are reviewed annually, and we will provide a copy to every parent/carer. If we believe a child and/or other children may be vulnerable or at risk of significant harm we may need to make a referral to Children and Family Services (“social services”).
3. We will help parents/carers understand that if a referral is made to Children and Family Services, it has been made in the best interests of the child, and this Mosque school will be involved in assisting any child protection enquiry or Police investigation in relation to the child’s welfare.
4. Any Mosque school member of staff (Imams, committee members, teachers, volunteers, etc) who may have a concern about a child will generally try to discuss this with the family and, if possible, ask for their agreement to making a referral to Children and Family Services. **However this should only be done provided such a discussion or agreement does not result in the child being at a greater risk of harm** Advice on how to proceed in these sensitive and complex situations is normally given by Children and Family Services.

The child protection officer for this Mosque school is:

.....

Contact details:

.....

.....

APPENDIX 7.

Information for Children & Young People (Model)

Someone you can trust will help!

If someone is hurting you or your friends, there are people who can help and stop you feeling scared or hurt.

You should tell someone you trust – perhaps your parents/ carers, grandparents or other members of your family, a friend, the Imam, a teacher, a volunteer you know well, and let people help you to make things better by stopping whoever is hurting you or your friends.

You can tell any member of your Mosque or Mosque School – whoever you feel most comfortable telling, but the person who has special responsibility for helping you if someone’s hurting you or your friends is:

Mr.your Child Protection Officer

Contact details:

.....

If you feel you can’t talk to any of these, you can talk to someone at any of the following organisations, and they will listen to you:

Childline:

A free 24-hour advice line offering counseling and support to young people suffering from abuse. The call won’t show up on the phone bill. Free phone: 0800 1111.

www.childline.org.uk

NSPCC (National Society for the Prevention of Cruelty to Children):

The NSPCC protects children across the UK. They run a wide range of services for both children and adults, including a national helpline and local projects.

Free Phone: 0808 800 5000

www.nspcc.org.uk

Bullying Online:

Bullying Online is a website that provides information and support for a wide range of parents, pupils, teachers and youth organisations. Free phone: 0808 800 2222.

www.bullying.co.uk

