SAFEGUARDING POLICY

al-Lawḥ Academy

al-Lawh Institute

Contents:

1. Introduction
2. Important Safeguarding Contacts
3. Definitions: Safeguarding and Child Protection
4. Statutory Framework
5. Allegations involving Staff and/or Volunteers
6. Anti-Radicalisation Procedure
7. The role of Education and Teacher Training
8. Confidentiality
9. Policy Statement
10. Safer Recruitment
11. Policy Reviews
12. Links to Legislation and Guidance

al-Lawh Institute

Policy Agreed: October 2026

Date of Next Review: October 2027

1. Introduction

1.1. Al-Lawh Institute is a grassroots, voluntary organisation facilitating high-quality Islamic Education to Watford and surrounding areas. Bitesize courses/classes, regular Islamic events and One Day seminars have been delivered by the very best of young Sunni Scholarship from within the UK. Al-Lawh Institute has been running for over 15 years, focusing on teaching predominantly children and young adults (aged 8-16yrs) the basics of Classical Orthodox Sunni Islam. All courses, events, seminars and weekend classes have been taught in English so that children born and bred in this country are able to learn, understand and most importantly implement what they have learnt into their daily lives. Al-Lawh's mission has always been and will continue to be about education; by placing this at the heart of the child's life, we hope to nurture their minds and soften their hearts so that they are able to integrate fully into society and become well developed, open-minded citizens of the country.

Regular successful classes have also been offered to adults and parents on weekends and weekday evenings, as they have seen the positive effects that kids' classes have had on their own children. Due to the basic and simple teachings offered, we hope to also expand in this area in the future. However, initially Al-Lawh's main focus is on the running of a Weekend Sunday School – the al-Lawh Academy for children due to the high demand for our popular Saturday classes and due to our own growing need for a safe space and healthy environment from which to operate. The children have also enjoyed down-time with peers and teachers, participated in garden parties, trophies/medals ceremonies for achievements as well as day trips to celebrate their successes.

1.2. Safeguarding Policy Statement:

A whole-school, child-centred approach is fundamental to all aspects of everyday life at our school, where we strive to create a culture which enables children to express their wishes and feelings and talk about anything that is of importance to them. We believe that every child deserves to receive an education within an environment where they feel safe to learn and develop. We want our pupils, staff, parents and carers to have confidence and trust in our goals and know that collaborative working is fundamental to create and maintain a child-centred approach to safeguarding.
In practice this means we endorse the key principle that the welfare of a child is paramount, keeping them at the centre of all decision making in our partnership working with them, their families, and those supporting them.

In line with our duties set out in the Children Act (1989, 2004) and Working Together (2023) we are committed to providing support and help as soon as possible, underpinned by our values that children are best looked after within their families, with their parents playing a full part in their lives where possible. We are also committed to ensuring that we work with agencies, including the Local Authority, to access support and targeted interventions for families when we consider that a child is, or may be, at risk of harm.

We hope that parents and carers will support us to undertake our statutory duties to offer early help support and to liaise with agencies to protect children who have suffered or otherwise likely to suffer significant harm without doing so. The core objective of early help support is to prevent any child from being harmed or placed at risk of harm and therefore halt any escalation where possible.

This policy outlines the commitment to our legal duties to safeguard children, the responsibilities for all our staff and the specific roles and responsibilities for our key Designated Safeguarding Leads.

2. Important Safeguarding Contacts:

al-Lawh Institute

2.1. The Designated Senior Persons (DSP) for Child Protection in this school are:

Mrs. Sajida Afzal (Chairwoman)
info@al-lawh.com

A Deputy DSP should be appointed to act in the absence/unavailability of the
The Deputy Designated Senior Person for Child Protection in this school is:

Mr. Khalid Manzoor (Vice-Chairman)
info@al-lawh.com

It is the role of the Designated Senior Persons for Child Protection to:

- Ensure that he/she receives refresher training at regular intervals to keep his or her knowledge and skills up to date
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training at regular intervals.

2.2. Safeguarding Concerns:

Any concerns will immediately be brought to the attention of the DSPs, who will report the concern to a Watford Borough Council's Lead Safeguarding Reporting Officer or to Herts County Council Children's Services or Adult services departments. Those raising the concern must be made aware that the concern will be shared immediately with appropriate people but will be treated in confidence as far as possible. Officers, employees and volunteers must not discuss the concern except with the designated officer and any agent of the organisation responsible for investigating the concern.

2.3. Furthermore:

- Listen - try not to make any judgement. Try to alleviate the child's feelings of guilt and isolation.
- Always treat what is being said seriously and accept what is being said. Do not give the child the impression that you do not believe them.
- Do not ask any direct questions.
- Be sensitive, be supportive - advise that you will try to offer support but that you must pass the information on in the interests of the young person.
- Reassure the person who has spoken to you that they have done the right thing.
- Ensure that all the information is written down. Write down exactly what you have heard, while it is still fresh in your mind, including the date and time of your conversation and details of any incident disclosed. All allegations of actual harm to a child must be acted upon.
- Forward the information to DSPs immediately.
- You can share confidential information, if withholding that information will prejudice the welfare of the child.

2.4. Children with disabilities are more vulnerable to abuse and less likely to manage in group settings unless extra thought is given to their needs. People working in al-Lawh will:

- Be patient if a child has a learning disability - go with the pace of the child and offer extra assistance to support their learning.
- Have expectations appropriate for the age and ability of all children.
- Take appropriate measures where a child has a physical disability and has access to difficulties (including adaptations and adjustments).

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- Offer reading materials in large fonts and/or braille if a child has a visual impairment, where possible. There are specialist Islamic institutions who prepare/ publish this type of literature.
- Make arrangements for a child with a hearing impairment - for example, speaking slowly and ensuring good visibility of the speaker's lip movements by the child, where possible sit them at the front. Signpost to relevant agencies for further support if needed.
- Support through training and development on disability issues.
- Teachers and volunteers need to pay special attention to ensure that children are not marginalised in a competitive learning environment where more able children may outperform and leave disabled children behind. Special care needs to be offered in the treatment of disabled children and all interactions with them, to fully consider and meet their needs.
- Signpost to relevant support networks should it not be possible to meet the child's needs.

3. Definitions: Safeguarding and Child Protection

3.1. What is safeguarding?

Safeguarding as defined in Keeping Children Safe in Education (2024), means:

• providing help and support to meet the needs of children as soon as problems emerge
• protecting children from maltreatment, whether that is within or outside the home, including online
• preventing impairment of children's mental and physical health or development
• ensuring that children grow up in circumstances consistent with the provision of safe and effective care
• taking action to enable all children to have the best outcomes.

Working Together to Safeguard Children (2023) further extends this definition to include:

•promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
•taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

It is the expectation that everyone involved in working with a child will take this responsibility seriously and actively engage in ensuring that all children are safeguarded. In this instance, a child is defined as a person who has not yet reached their 18th birthday. Safeguarding is 'everyone's responsibility'. This policy sets out Al-Lawh's responsibilities under the Children Act 2004 to ensure children, young people and adults at risk are kept safe from harm. Safeguarding is an 'umbrella' term that incorporates child protection. Child Protection is the process and activities undertaken to fulfil statutory obligations to protect specific children who have been identified as suffering, or at risk of significant harm. All agencies and individuals should proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

3.2. What is abuse?

Abuse is defined as "a form of maltreatment of a child". Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.
Children maybe abused in a family or in an institutional or community setting by those known to them, or more rarely by others (e.g. via the internet). An adult or adults or another child or children may also abuse them. This definition is from the most recent version (2015) of the Working Together to Safeguard Children Guidance, provides the overarching scope of the phrase abuse.

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3.3. Forms of Child Abuse:

Below are some (not all) of the main types of abuse as identified in national guidance:

- **Physical Abuse**: A form of abuse which 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 guardian fabricates the symptoms of or deliberately induces illness in a child.
- **Emotional Abuse:** The persistent emotional maltreatment of a child, such as causing severe and persistent adverse effects on the child's emotional development.
  It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person.
  It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
  It may feature age or developmentally inappropriate expectations imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction.
  Emotional abuse may involve seeing or hearing the ill treatment of another. It could also involve serious bullying, (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
  Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Sexual Abuse:** Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening or not.
  The activities may involve physical contact, including assault by penetration (for example, rape) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
  They may also include non-contact activities, such as involving children in looking at or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- **Neglect:** Defined as the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development.
  Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or guardian failing to:
  Provide adequate food, clothing, and shelter, including exclusion from home or abandonment.
  Protect a child physical and emotional harm or danger
  Ensure adequate supervision, including the use of inadequate care givers
  Ensure access to appropriate medicine or treatment
  It may also include the neglect of or unresponsiveness to a child's basic emotional needs.
- **Exploitation** is a risk to children and young people that takes place outside of their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.
  NB the terms: abuse, neglect, and exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

3.4. Safeguarding and promoting the welfare of children and young people is **everyone's responsibility**, particularly those who provide services to children and young people and those in any position of trust.

Al-Lawh does not take its safeguarding responsibilities lightly and takes the care and

Al-Lawh Institute

protection of children very seriously. In accordance with the mission statement of our organisation and with particular emphasis to education, we already provide regular Islamic education to Muslim children of the borough with the emphasis on parents and carers supplementing that education. We have teamed up with a group of young professional Muslims to implement an initiative dedicated to reviving the transformative spirit of Prophetic Education. We aim to support this initiative and together further develop the weekend school with a methodology integrated with the ideals of Prophetic guidance based on Classical Orthodox Sunni Islam.

Through this methodology, the weekend school provides a balanced education which serves the whole child and nurtures an intrinsic love of learning and love of all. The methodology will fuse educational best practice from both East and West, encompassing every aspect of the school; the intention being to ensure that all aspects of the school reflect the broad and inclusive nature of truly holistic teaching.

3.5. The principles of this partnership can be summarised as follows:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

3.6. We will continue to develop and promote these qualities in the following ways:

- We operate a no smacking policy.
- We will not tolerate bullying between children or between staff and children.
- We work within the procedures established by the Hertfordshire Safeguarding Children Partnership (HSCP); a guide to procedure and practice for all agencies in Hertfordshire working with children and their families.
- We recruit staff according to HSCP and Safeguarding Children & Safer Recruitment in Education (DfES 2006).

3.7. We will ensure that staff working with children access the HSCP safeguarding and child protection training. We very much hope that this is the beginning of a relationship between the Safeguarding Board and the community.

3.8. Above all, we believe the standards set in this policy will act as a barometer for other Islamic organisations in the borough, to strive to achieve.

4. Statutory Framework

4.1. To safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175 and 157)
- Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
- Keeping Children Safe in Education DfE (2026)
- Keeping Children Safe in Education: Information for all school and college staff (DfE 2015)-Appendix 2
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, DfE (2015)
- Sexual Offences Act, HM Government (2003)
- The Education (Pupil Information) (England) Regulations 2005

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- Counter Terrorism and Security Act 2015 (Section 26)

4.2. Principles of Al-Lawh Institute and Academy: Good practices implemented within the al-Lawh.

Do's:

- Demonstrate safe behaviour when working with children.
- Review this written Child Protection Policy Statement demonstrating the Academy's responsibilities and commitments to children.
- Identify a designated child protection lead- the Designated Senior Person (DSP), who is trained and supported (See 2.1 above)
- The DSP must ensure that all staff and volunteers are aware of safeguarding policies and procedures.
- Talk to young people and encourage their involvement and participation.
- Observe Health and Safety Regulations through risk assessments and written, safe working practices.
- Train someone in First Aid and have a fully stocked first aid box, which is checked and re-stocked regularly.
- Have an accident/incident reporting procedure.
- Have an Attendance Register for every teacher.
- Arrange regular staff meetings to discuss issues of concerns and update everyone on new developments.
- Make sure everyone involved in al-Lawh actively promotes a culture of openness where everyone (including children) feels free to share their views and concerns.
- Treat everyone with respect.
- Provide an example you want others to follow.
- Encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like.
- Remember that someone else might misinterpret your actions, no matter how well intentioned. Avoid situations that compromise your relationship with young people and are unacceptable with a relationship of trust.
- Respect a young person's right to personal privacy, protection, and safe environment. Provide access and space for young people to talk about concerns they may have.
- Listen to young people.
- Implement the Prevent Strategy to protect children from radicalisation and extremism of all types.

Don't:

- Permit abusive peer activities (for example: ridiculing, bullying, name calling).
- Have inappropriate physical contact with young people.
- Show favoritism to any individual.
- Let suspicion, disclosure or allegations of abuse, go unrecorded or unreported.
- Jump to conclusions without checking facts.
- Believe 'it could never happen to me'.

5. Allegations involving Staff and/or Volunteers

5.1. An allegation is understood to be it is alleged that a member of staff/volunteer has:

- Behaved in a way that has or may have harmed a child.
- Possibly committed a criminal offence against/related to a child.
- Behaved towards a child in a way which indicated that s/he may pose a risk of harm to children.

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5.1. Procedures:

- All allegations are reported immediately to the Chairwoman unless she is the subject of the allegation, in which case the allegation should be reported to the Deputy DSP.
- All allegations must be followed up and taken seriously immediately.
- It is not the responsibility of other staff or volunteers to investigate the allegation or to take witness statements as this may compromise any further investigation.
  the Chairwoman will immediately carry out the investigation and discuss the allegation with external advisors and if required, contact the Local Authority Designated Officer (LADO)
- The investigation will determine the need for further action including with whom information should be shared and at what stage it may be agreed that the Chairwoman will inform parents.
- The Chairwoman should not inform the accused person about the allegation until further advice is sought.
- If there is a cause to suspect a child is suffering or is likely to suffer significant harm, a strategy meeting will be convened. If the threshold of significant harm is not reached the Chairwoman may hold meeting with other agencies, such as the police. This will be determined in consultation with the LADO and if it is the case that other interagency involvement is not required the Chairman should decide on the course of action required; taking no further action to dismissal or a decision not to use that person's services in the future
- Al-Lawh can call upon the services of an independent investigator (which many local councils already provide)
- Suspension should be considered in any case where there is cause to suspect a child is at risk of significant harm or the allegations warrant an investigation by the police; there might be grounds for dismissal. However, a person must not be automatically suspended as the first resort.
- If the allegation is substantiated, the person is dismissed or the school no longer uses his/her services, then the DSPs should discuss with the Chairwoman whether a referral should be made to the Disclosing Barring Service.
- If an allegation is not substantiated and the person returns to work, the school must decide how best to facilitate that. Support should be provided for the subject of allegation for any children involved.

6. Anti-Radicalisation Procedure

6.1. In line with statutory requirements, al-Lawh Institute is fully committed to safeguarding and promoting the welfare of all its pupils. As an educational institute we recognise that safeguarding against radicalisation is no different to safeguarding against any other vulnerability. The anti-radicalisation policy sets out the school's beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremism (of any kind), by identifying who they are and providing them with support.

6.2. Al- Lawh Institute's anti-radicalisation policy links to our child protection procedures via our Safeguarding policy and any general Behavior policies being developed for our weekend school, the al-Lawh Academy. It aims to comply with the following Statutory Framework and guidelines:

Counter Terrorism and Security Act 2015 (CTSA 2015- in particular section 26, known as The Prevent Duty 2015)

6.3. Aims and Principles

This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views of any kind. It sets out how the weekend school will deal with such incidents and identifies how our ethos underpins our actions. The objectives are that:

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- All teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation is and why we need to be vigilant in school.
- All teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and will follow the policy when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm, and that the school regularly reviews its systems to ensure they are appropriate and effective. The main aims of this policy are to ensure that staff understand their role in being vigilant about radicalisation; that, similarly to child protection, they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

6.4. Definition

Radicalisation - defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism - is defined as the holding of extreme political or religious views. There are a number of behaviors which may indicate a child is at risk of being radicalized or exposed to extreme views. These include:

- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Spending increasing time/communication with or in the company of others that
- suggests identification with a group, cause, or ideology.
- Changing their style of dress or personal appearance to accord with the group.
- Their day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Using insulting or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.

6.5. *Procedures for referrals:*

At al-Lawh it is important for us to be constantly vigilant and remain fully informed About these issues. Staff and volunteers are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here', and to refer any concerns through the appropriate channels (Safeguarding referral system EG LSCBs).

6.6. It is possible to intervene to protect people who are vulnerable. Early intervention is vital, and staff must be aware of the established processes for front line professionals to refer concerns about individuals and groups. We must have the confidence to challenge, intervene and ensure that we have strong safeguarding practices.

6.7. The DSPs will deal swiftly with any referrals/concerns made by teaching staff and helpers or with concerns reported by staff and will discuss the most appropriate course of action on a case-by-case basis and make a referral to external agencies (such as the Channel Programme) as needed. All staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or

al-Lawh Institute

if they need to discuss specific children whom they consider to be vulnerable to radicalisation.

6.8. We are aware of the potential indicating factors that a pupil is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/ hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

***6.9**. In the event of prejudicial behaviour*:

All incidents will be reported directly to the designated DSPs, and all incidents will be fully investigated. Parents will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral
If deemed necessary, serious incidents will be discussed and referred to appropriate external agencies (for example: SocialServices, Police Prevent Team, LADO).

7. The role of our Education and Teacher Training

7.1. Our educational activities promote respect, tolerance, and diversity. Pupils are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Safeguarding recognises that pupils with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

7.2. Pupils are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. Through the use of external visitors, we will ensure that children and staff (including volunteers) are reminded about e-Safety and the dangers of the worldwide web.

7.3. Through staff training, we will also aim to ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities. Where possible, all staff and helpers will participate in the Workshop to Raise Awareness of Prevent (WRAP) training and at least minimally complete an online general awareness training module on Channel.

8. Confidentiality

8.1. Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools:

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).

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- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. Privacy and confidentiality are core components of effective safeguarding. The legal principle is that the "welfare of the child is paramount".
- Privacy and confidentiality will be respected where possible, but if doing this will leave the child at risk or harm, then the child's safety comes first. In such cases, only the relevant personnel will be informed. This practice respects the rights of the child, family and staff to privacy.
- Where possible and not contrary to the needs of the child, the families should be made aware of any escalation.
- Any information that is shared within or from the HSCP should be channelled via the safeguarding lead.

9. Policy Statement

9.1. Children, young people and vulnerable adults have the right to participate, have fun and be safe in the services provided for them and the activities they choose, or their parents / carers choose for them.

9.2. Al-Lawh is committed to safeguarding children, young people and vulnerable adults and protecting them from abuse when they are engaged in services organised and provided by al-Lawh. We will endeavour to keep children, young people and vulnerable adults safe from abuse and suspicion of any form of abuse will be responded to promptly and appropriately. We will act in the best interest of the child, young person or vulnerable adult at all times. We will actively seek to promote the welfare and protection of all children, young people and vulnerable adults who are either permanent residents or temporarily living in the community at all times.

9.3. Al-Lawh will ensure that unsuitable people are prevented from working with children and young persons through safe recruitment and selection processes. All staff and volunteers MUST meet the requirements of the Disclosure and Barring Service (DBS) and must receive satisfactory clearance.

9.4. Al-Lawh Institute will take any concerns made by a service user, employee, volunteer or child/young person seriously and sensitively. Concerns cannot be anonymous and should be made in the knowledge that, during any enquiries, the agency that made that referral will be made clear. Al-Lawh Institute will not tolerate harassment of any service user, employee, volunteer or child/young person/vulnerable adult who raises concerns of abuse.

10. Safer Recruitment

All staff entrusted with the care of children must be subject to the full range of pre-employment checks. Staff recruitment procedures apply to volunteers who have regular contact with children in the course of his/her duties. To be fully inducted as a member of al-Lawh Academy, the following steps must be completed for all posts including those of teachers, teaching assistants, administration staff and management staff of the institute:

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- Volunteer Form
- Proof of eligibility to live and work in the United Kingdom
- DBS Check
- Training

11. Reviews

This policy will be reviewed regularly and at least annually in conjunction with other Academy policies, procedures and government guidelines.

Links to Legislation and Guidance:

https://assets.publishing.service.gov.uk/media/6ac3c09c11ed58342ad8e4ac/Keeping_children_safe_in_education_2026.pdf
Keeping children safe in education 2026

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
Working together to safeguard children - GOV.UK DofE guidance outlines what organisations and agencies must and should do to help, protect and promote the welfare of all children and young people under the age of 18 in England

http://www.hertssafeguarding.org.uk/

https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-partnership/hscp.aspx
Hertfordshire Safeguarding Children Partnership (HSCP) The three partners (Hertfordshire County Council, Police and Health) have a joint and equal duty to ensure multi-agency safeguarding arrangements are in place at a local level, and organisations and agencies are clear about how they will work together to safeguard children and promote their welfare of children

https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation
Serious Crime Act 2015, Female Genital Mutilation Act 2003 which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18. (Updated 30 July 2020)

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

https://www.gov.uk/government/publications/prevent-duty-guidance
Statutory guidance on the Prevent duty, Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk). All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism"

The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)

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Non-School Contacts:

Local Authority Designated Officer (LADO)
LADO.Referral@hertfordshire.gov.uk
lado-referral-form.docx (live.com) Strictly for professionals use only

Hertfordshire County Council Children's Social Care:
Customer Service Centre Children's Services includes SOOHS
(Out of Hours Service - Children's Services) – 0300 123 4043

https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-partnership/hscp.aspx

Families First: Families First website, information for parents, carers and professionals. Professionals can access support from Families First Coordinators when supporting a family with an FFA or other support in the EH arena
https://www.hertfordshire.gov.uk/microsites/families-first/families-first.aspx

Prevent: Prevent referrals- prevent@herts.police.uk
https://www.educateagainsthate.com/category/parents/
https://actearly.uk/
Channel helpline 020 7340 7264

NSPCC Helpline: Call: 0808 800 5000 Email: help@NSPCC.org.uk.

Police: Emergency 999, non-emergency 101

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