

# Safeguarding and Child Protection Policy



## **LONDON EAST ACADEMY & AL MIZAN SCHOOL**

ISLAMIC SECONDARY SCHOOL FOR BOYS & ISLAMIC JUNIOR SCHOOL

Date agreed	Chair of Governing Body	Head teacher	Review
Sept 2020	Hussain Shefaar	Askor Ali	Review as necessary

## Introduction

The purpose of this policy is to:

- Inform staff, parents/carers and governors about the schools' responsibilities in terms of safeguarding and child protection.
- Enable everyone to have a clear understanding of how these responsibilities should be carried out.

AMS & LEA follow the procedures outlined by the Tower Hamlets Local Safeguarding Children Board (TH-LSCB) which provides a guide to procedure and practice for all professional staff in Tower Hamlets who work with children.

This policy is to be read in conjunction with:

- Keeping children safe in education – statutory guidance from September 2019 Statutory guidance for schools and colleges.
- Working Together to Safeguard Children, DfE, and March 2018.
- London Child Protection Procedures (5th Edition, 2017): <http://www.londoncp.co.uk/>;
- Procedures for Managing Allegations of Abuse against Staff working in Children's, School and Family (TH-LSCB), and;

Teachers and other school staff members are particularly well placed to observe the outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with the children.

We recognise the important role the school has in the early recognition of the signs and symptoms of abuse and neglect. We ensure that we make effective and fair use of all the appropriate referral process.

AMS & LEA aim to develop an atmosphere in which children feel secure, in which their viewpoints are valued, and in which they are encouraged to talk and listen. A short statement for parents/carers is included in appendix D.

## Statutory framework

Keeping Children Safe in Education (DfE, September 2019) requires all schools to follow the procedures for protecting children from abuse, which are established by the Local Safeguarding Children Board. Schools must ensure that they have appropriate procedures in place for responding to situations in which they believe that the child has been abused or is at risk of abuse. Details of categories of abuse and signs of possible abuse are included in appendix A.

The school agrees with the assertion that 'safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm'. Appendix B details the schools' measures to safeguard its pupils/students from radicalisation<sup>1</sup> and extremism<sup>2</sup>.

The school will comply with the latest guidance on prevent duty and the appropriate referral to the Channel programme as stipulated in the 'Keeping children safe in education – September '2019'.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425189/Channel\\_Duty\\_Guidance\\_April\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)

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<sup>1</sup> Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism

<sup>2</sup> Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

The procedures in place also cover circumstances in which a member of staff is accused or suspected of abuse.

Keeping Children Safe in Education (ibid) places the following responsibilities on the school.

- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- Staff should be aware that they can report concerns directly to the local MASH (multi-agency safeguarding hub) or children's social care.
- The designated safeguarding officer should have responsibility for co-ordinating action within the school and liaisons with other agencies.
- Staff with designated responsibility for child protection and safeguarding should receive appropriate training.
- Schools should be aware of and follow the correct procedures established by the Local Safeguarding Children Board.
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member is accused of abuse, or suspected of abuse.
- In line with previous guidance, parents should be made aware of the school child protection & safeguarding policy and the fact that cases may need to be referred to statutory services (ie, Children's Social Care) or the police, in the interests of the child.

## Definitions

**Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment
- Preventing impairment of children's 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

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**Children** includes everyone under the age of 18.

## The designated safeguarding lead (DSL)& governor

The Designated Safeguarding Officer (DSL) at AMS is Fazal Mahmud, at LEA is Mohammed Badr and deputy (DSL) for both school is the head teacher, Askor Ali. The member of the governing body responsible for safeguarding and child protection issues is the Chair of governors, Abdul-Hayee Murshad.

It is the duty of the DSL to:

- a. Ensure that the Tower Hamlets Local Safeguarding Children Board's procedures are followed in AMS and LEA.
- b. Ensure that all staff members are aware of these procedures.
- c. Ensure that the Director of London Muslim Centre is kept informed of any concerns.

- d. Develop effective working relationships with other agencies and services.
- e. Decide whether to take further action about specific concerns (e.g. whether to refer to Social Care).
- f. Liaise with Children's Social Care over suspected cases of child abuse.
- g. Ensure that accurate records relating to individual children are kept in a secure place and marked 'Strictly Confidential'.
- h. Submit reports to (and attend) Child Protection Conferences.
- i. Ensure that the school effectively monitors children who have been identified as 'at risk'.
- j. Provide guidance to parents /carers, children and staff about obtaining appropriate support.

The designated safeguarding and child protection governor will review the safeguarding practices in the schools on a regular basis, and no less than annually, to ensure that:

- the schools are carrying out the duties to safeguard the welfare of pupils/students at the schools;
- members of staff and volunteers are aware of current child protection practices and that staff have received training where appropriate, and;
- Child protection is integrated into the school induction procedures for all new members of staff and volunteers and supply staff.

The governor will also interrogate the single central record (SCR) to ensure that all agreed procedures are being followed for the recruitment of staff and volunteers as set out in the schools' recruitment policy.

## **School procedures for safe guarding & child protection**

If any member of staff is concerned about a child, then they must inform the DSL or the Deputy DSL and report their concern using the form attached in appendix E. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral in such situation and need not go through the DSL. In regards to FGM, teachers must personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL).

To report a concern, information regarding the concerns must be recorded by the member of staff on the same day on the designated form (Appendix E). The recording must be a clear, precise, factual account of the observation. The account must be dated and signed.

The DSL will abide by the guidance of the Local Safeguarding Children Board, and may refer the matter to the Multi-Agency Safeguarding Hub (MASH) in Tower Hamlets Children's Social Care. The Director of the London Muslim Centre must be briefed before a referral is made.

In some circumstances, parents may be notified, but staff should not notify parents in advance if there is any risk of

- (a) Further endangering the child or children involved;
- (b) Compromising the integrity of any evidence which may later be used in court, or
- (c) Causing any alleged perpetrator of child abuse to be protected from investigation.

Only the DSL should make decisions about when to disclose child protection issues to parents and other staff must assume that information about child protection issues is strictly confidential, and act accordingly.

If a referral is made to the MASH, the DSL will ensure that a written report of the concerns is sent to the social worker dealing with the case within 48 hours.

Particular attention is paid to the attendance and development of any child who has been identified as 'at risk' or who has been made subject to a Child Protection Plan.

If a pupil about whom safeguarding concerns have been raised changes school, the DSL or the Deputy DSL will inform the social worker responsible for the case (if there is one) and transfer the appropriate records to the receiving school. They will also inform the Local Authorities involved.

All staff members are required to provide relevant information about any person who lives or works in the same household as them who may pose a risk to children<sup>3</sup>.

All staff will have regular training on areas related to child protection & safeguarding. These areas include:

- a. child protection procedures and the contents of the Child Protection & Safeguarding Policy (annually);
- b. general training on responsibility for the DSL and Deputy DSL (triennially);
- c. updates on changes to legislation, policy and procedure in the area of child protection (ongoing);
- d. specific guidance in recognising signs of abuse, FGM, child trafficking and exploitation, child sexual exploitation, children at risk from extremism and radicalisation, domestic violence, E-safety (use of ICT, the Internet and Social Media), forced marriage, violence against women and girls, involvement in gangs, drugs and neglect (shared as part of the policy).

## **SCHOOL PROCEDURES FOR CHILDREN MISSING EDUCATION**

The Al Mizan School and London East Academy will cooperate fully for the effective implementation of the statutory guidance for Local Authorities (LA) in regards to **children missing education** (DfE, 2019). In particular, the schools will do the following:

1. The Local Authority will be notified in writing before a pupil/student is removed from the schools' register unless it is at a standard transition point
2. When notifying the LA, the schools will provide the following details:
  - a. Child's full name and date of birth
  - b. Full name and address of parents/carers of the child
  - c. Contact telephone number and email (if available)
  - d. Child's future address and/or destination school
  - e. The reason for which the child is being removed from the register
3. Before moving a pupil/student from the schools' register, the schools will make reasonable enquiries to establish the whereabouts of the child if they have not been attending school regularly or have been absent for more than 20 days
4. The schools will inform the LA of a new admission within five days if the admission is not at a standard transition point in writing and provide the information listed for taking a pupil off roll

Parents should notify the school of their child's absence on the first day of occurrence (before 9am) and ensure that written confirmation of this absence is given in a letter to the Form Tutor and the schools office on the child's return to school which will be kept in the students file. Failure to produce written confirmation will result in an unauthorized absence being recorded in the register. The school will contact parents when concerned about an unexplained absence and parents are encouraged to contact us if they have any such concerns.

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<sup>3</sup>Keeping Children Safe in Education: childcare disqualification requirements – supplementary advice

If parents inform that they plan to home-educate their child, then this information will be communicated in writing to the LA.

### **When to be concerned**

Child abuse can take place in a number of different settings, of which the following are examples: It occurs most commonly where the young person knows the individual/s concerned and they are trusted. This can include parents, carers, babysitters, siblings, relatives, or friends of the child or of the family.

The abuser is sometimes someone in authority such as a teacher, teaching assistant, youth leader, children's worker or a respectable person from the child's community.

Evidence shows that some abusers set out to obtain employment with children in order to give themselves opportunities to perpetrate abuse. As an organisation working with children and young people, AMS & LEA have the responsibility to act if abuse comes to light, to protect children from the possibility of being abused within school, and to respond to disclosures of abuse outside school.

For the purposes of this policy a child or young person is anyone under the age of 18 years of age (see Appendix A: Categories and Signs of abuse).

Staff should be concerned about a pupil/student if they:

- a. have any injury, which is not typical of the bumps or scrapes normally associated with children's injuries;
- b. frequently have unexplained injuries or injuries for which confused or conflicting explanations are given;
- c. frequently have injuries even when apparently reasonable explanations are given;
- d. exhibit significant changes in behaviour, or exhibits behaviour which is inappropriate to their age, or;
- e. Disclose an experience in which they may have been significantly harmed.

### **Dealing with a disclosure**

If a pupil or student discloses that they have been abused in some way, the member of staff should:

- a. Listen to what is being said without showing shock or disbelief.
- b. Accept what is being said.
- c. Allow the child to talk freely.
- d. Reassure the child but not make promises which it might not be possible to keep.
- e. Not promise confidentiality – it might be necessary to refer to Children's Social Care.
- f. Stress that it was the right thing to tell.
- g. Listen, rather than ask direct questions.
- h. Ask open questions rather than leading questions.
- i. Not criticise an alleged perpetrator.
- j. Explain what has to be done next and who has to be told in an age appropriate way.

### **Record keeping**

When a pupil or student has made a disclosure the member of staff should:

- a. Make brief notes as soon as possible after the conversation.
- b. Not destroy the original notes in case they are needed by a court.
- c. Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- d. Draw a diagram to indicate the position of any bruising or other injury.

- e. Record statements and observations rather than interpretations or assumptions.
- f. Complete the school standard form the same day (Appendix E).

## **Detection – signs of abuse**

In all of this, care should be taken, as misreading the signs of abuse can result in significant harm or trauma to the child and their family. In general staff will not have the expertise to 'diagnose' child abuse but do have a responsibility to be alert and aware of the signs.

Just because a child exhibits one of the signs listed above, this does not mean that they have been abused. Nevertheless, the presence of one or more of the signs, or their repeated presence, might raise concern and should be used as a prompt for discussion with the DSL.

This policy acknowledges that:

- a. Child abuse exists and can present itself in any of the following forms: physical, emotional, or sexual; or as neglect. Neglect often involves features of one or more of the other forms of abuse; all forms of abuse may involve aspects of emotional abuse; and all of these forms of abuse may occur alone or in combination.
- b. Children may be abused and/or neglected by their parents, carers, guardians or other trusted adults as well as by strangers.
- c. Children may also be abused by other children.
- d. Children of all races, religions and cultures, with or without disabilities, and from any model of family life, have an equal right to protection from abuse.

As well as ensuring that child protection concerns are addressed, we will also ensure that pupils/student who attend the schools are kept safe from other forms of harm including being safe from extremism and radicalisation. To this end, this policy must be seen in conjunction with the schools' policies on:

- Anti-Bullying Policy
- Behaviour for learning
- Code of conduct for staff
- e-safety
- Health & Safety
- Personal, Social and Health Education
- Safer recruitment
- Whistle Blowing

## **Physical contact and restraint**

Members of staff may not make physical interventions with pupils/students unless they have received appropriate training on restraining children and young people. However, all staff members are expected to act as loco-parentis role and safeguard pupils/students from any form of harm to self and/or others.

## **The use of the ELM<sup>4</sup>, LMC and the Maryam Centre**

The schools use designated spaces in the ELM, LMC and the Maryam Centre for various activities. Security measures are in place to ensure that pupils/students are safeguarded from the general public who also use the centres. Therefore, pupils/students must always be under the supervision of a member of staff at all times. Staff members are responsible for ensuring that there is no contact between the pupils/students and the general public.

It is essential that a risk assessment is carried out for various activities, for example, playtime; lunchtime; prayers; and any before/after school activities to ensure that there is sufficient backup

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<sup>4</sup> ELM=East London Mosque; LMC=London Muslim Centre

should there be a need. Any breaches of the designated spaces by members of the public must be taken seriously and reported immediately to the head teacher.

### **Definition of child abuse**

The DFE guidelines on child abuse stipulate the following criteria, if a person:

- **behaved in a way that has harmed a child, or may have harmed a child or;**
- **possibly committed a criminal offence against or related to a child or;**
- **behaved towards a child or children in a way that indicates s/he would pose a risk of harm if they work regularly or closely with children.**

### **Reporting child abuse**

#### **Reporting allegations of child abuse involving school staff**

Any allegation of abuse of a student by a staff must be reported to the Designated Safeguarding Lead (Please see page 3).

Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately report it to the designated Safeguarding Lead and also make a record of the concerns including a note of anyone else who witnessed the incident or allegation. The DSL should also seek advice from the Local Authority Designated Officer (LADO)

The Headteacher will not investigate the allegation itself, or take written or detailed statements, but immediately refer the matter to Tower Hamlets Children's Social Care.

#### **Reporting allegations of child abuse involving the head teacher**

Should the allegation be made against the Head teacher then this should be reported to the Director of the London Muslim Centre, who will then contact the Local Authority Designated Officer (LADO), and also inform the Chair of the Governing Body.

Further information about the procedure to follow when dealing with allegations of abuse against Head teacher, Teachers, Volunteers and other Staff can be found in Appendix F.

The allegations of abuse by staff procedures are based on the following:

[\*Safeguarding Children and Safer Recruitment in Education \(Statutory Guidance from 1.1.07\), Chapter 5\*](#)

The framework for managing cases of allegations of abuse against people who work with children is set out in:

[\*Working together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children \(July 2018\)\*](#)

and

[\*Dealing with allegations of abuse against teachers and other staff: Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools. DfE October 2012\*](#)



## **Support**

Dealing with a disclosure from a child, and a Child Protection case in general, is likely to be a stressful experience. The member of staff should, therefore, consider seeking support for themselves and discuss this with the DSL or the Deputy DSL.

## **Confidentiality**

Dealing with child protection and safeguarding matters often raises issues of confidentiality, which must be clearly understood by all staff. 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 Social Care and the police).

If a child confides in a member of staff and requests that the information be kept a secret, it is important that the member of staff tells the child sensitively that they have a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's sake. Within that context, the child should, however, be assured that the matter will only be disclosed to people who need to know about it. Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contacts. Child Protection records should be kept securely in a locked cupboard.

## **Monitoring, evaluation and review**

This effectiveness of this policy will be monitored on a continuous basis by the head teacher. Any significant factors will be reported to the full governing body. Any urgent issues will be raised with the Chair of governors immediately and with the Director of the London Muslim Centre.

The designated governor will review the effectiveness of this policy at least once a year and report back to the full governing body. The policy will be reviewed annually by the full governing body.

### LIST OF APPENDICES

Appendix A – Categories and Signs of Abuse

Appendix B – Children at risk from extremism and radicalisation

Appendix C – Important telephone numbers and emails

Appendix D - Child protection and safeguarding; a short statement for parents/carers

Appendix E – Record of Concern

Appendix F - Dealing with Allegations of Abuse against Head teacher, Teachers, Volunteers and other Staff

## **Categories and Signs of Abuse**

The definitions of physical abuse, emotional abuse, sexual abuse and neglect given below are taken from Keeping Children Safe in Education, Department for Education, 2019.

### **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 carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Signs of Physical Abuse**

- a. Any injuries, bruises, bites, burns, fractures, etc, which are not consistent with the explanation given for them.
- b. Injuries which occur to the body in places which are not normally exposed to falls, rough games, etc.
- c. Injuries which appear to have been caused by a weapon e.g. cuts, welts etc.
- d. Injuries which have not received medical attention.
- e. Instances where children are kept away from school inappropriately or without explanation.
- f. Self-mutilation or self-harm e.g. cutting, slashing, drug abuse etc.
- g. Differentiating physical injuries from SEN and disabilities

### **Emotional Abuse:**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Signs of Emotional Abuse**

- a. Changes or regression in mood and behaviour, particularly where a child withdraws or becomes clingy.
- b. Changes or regression in mood and behaviour, which is separate from SEN and disabilities which may relate to abuse
- c. Aggressive behaviour and signs of depression.
- d. Nervousness/inappropriate fear of particular adults e.g. frozen watchfulness
- e. Sudden changes in behaviour e.g. under-achievement or lack of concentration
- f. Inappropriate relationships with peers and/or adults e.g. excessive dependence
- g. Attention-seeking behaviour
- h. Persistent tiredness
- i. Wetting or soiling of beds or clothes by an older child

### **Sexual Abuse:**

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

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

### **Signs of Sexual Abuse**

- a. Any direct disclosure made by a child concerning sexual abuse
- b. A child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play
- c. A preoccupation with sexual activity through words, play or drawing
- d. A child who is sexually provocative or seductive with adults
- e. Inappropriate bed-sharing arrangements at home
- f. Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations.

### **Neglect:**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a. provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- b. protect a child from physical and emotional harm or danger;
- c. ensure adequate supervision (including the use of inadequate care-givers); or
- d. Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Signs of Neglect**

- a. Regular poor hygiene
- b. Persistent tiredness
- c. Failure to provide equipment for physical well-being (e.g. inhalers, hearing aid, glasses, walking supports)
- d. Inadequate clothing
- e. Excessive appetite
- f. Failure to thrive e.g. poor weight gain
- g. Consistently being left alone and unsupervised

### **Organised Abuse**

Organised or multiple abuse may be defined as abuse involving one or more abuser and a number of related or non-related abused children and young people. The abusers concerned may be acting in concert to abuse children, sometime acting in isolation, or may be using an institutional framework or position of authority to recruit children for abuse.

Organised and multiple abuse occur both as part of a network of abuse across a family or community, and within institutions such as residential homes and schools.

### **Sexual violence and sexual harassment between children**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. Where staff have concerns about a child who may be subject to this form of abuse they should report it to a Designated Child Protection Officer.

The police will be important partners where a crime might have been committed. Where a report of rape, assault by penetration or sexual assault is made, the starting principle is that this should be

referred on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice approach in these cases.

Referrals to the police will often be a natural progression of making a referral to children's social care. The designated safeguarding lead (or a deputy) should be leading the schools or college's response and should be aware of the local process for referrals to children's social care and making referrals to the police.

For further information; see

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

### **Female Genital Mutilation (FGM)**

Some girls are at risk from FGM from parents/ carers who believe this will be in the best interests of the child. Therefore, vulnerable girls may well be coached that this will be a normal part of their upbringing. Staff should be aware of the following signs that may indicate a girl is at risk of being taken for FGM:

- a. Disclosure from a girl stating she is going to have a 'special operation';
- b. Planned withdrawal from school to a country where FGM is prevalent;
- c. Withdrawal from sessions where FGM is discussed.

Staff should also be aware of signs that a girl may have already suffered FGM.

- a. Prolonged absence from school
- b. Increased bladder infections, urinary, menstrual or stomach problems
- c. Disclosure from a girl that she has been subject to FGM

Staff should be aware that FGM is illegal and as such should report any concerns immediately as it may involve a police investigation. For more guidance please refer to 'Female Genital Mutilation: Multi-agency practice guidelines'

### **Child Trafficking**

It can be difficult to detect signs of trafficking, especially if the victims of trafficking have been coerced into concealing the true nature of their situation. However, staff may notice:

- a. signs of neglect;
- b. poorly explained absences;
- c. Inconsistency in terms of adults who are responsible for the child.

For a more detailed description of signs and symptoms, staff can visit

<http://www.londonscb.gov.uk/trafficking/>

### **Child Sexual Exploitation (CSE)**

Some children are at risk of being exploited sexually by a range of adults who appear to care for them. Staff should report any concerns where a child:

- a. has new possessions or unexplained gifts;
- b. talks about having older boyfriends or girlfriends;
- c. has mood swings or changes in emotional well-being;
- d. Displays inappropriate sexualised behaviour.

For more information on CSE, please refer to 'What to do if you suspect a child is being Sexually exploited':

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279511/step\\_by\\_step\\_guide.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf)

## **Gender-based violence/violence against women and girls (VAWG)**

The definition of 'domestic violence and abuse' was updated by the Home Office in March 2015 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be *Children in Need* or likely to suffer significant harm. The definition from the Home Office is as follows: "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional."

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males, and assumptions should not be made based on the gender of perpetrators of domestic abuse. For more support please consult: 'Domestic violence and abuse'<https://www.gov.uk/domestic-violence-and-abuse>

## **E-safety (use of ICT, the Internet, mobile technology and Social Media)**

The school has an e-Safety policy which includes guidance for all pupils/students in relation to e-safety and using the internet and social media. Staff are encouraged to report their concerns if they believe that pupils/students are using the internet, mobile technology or social media inappropriately (e.g. Sexting). In these instances, the DSL will take advice from the Duty Advice Line on how to proceed with regards to talking to parents/ carers about e-safety.

In some extreme cases the Police may become involved if a pupil/student is at risk of exploitation due to their use of the internet or social media. Consequently, staff must report any concerns in a timely way so that advice and support can be sought. For more guidance please follow the link to Child Exploitation and Online Protection Agency (CEOP) <http://ceop.police.uk/>

## **Forced marriage**

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (for example, shame and coercion). Financial abuse can also be a factor. Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk. Staff should report any concerns so that the authorities can be made aware of the possibility of this form of abuse.

For more information please see: 'Forced marriage' <https://www.gov.uk/forced-marriage>

## **Involvement in gangs**

Involvement in gangs can lead to children and young people to become involved in crime; they may also become subject to exploitation in a range of ways. Consequently, it is important that schools teach children how to be assertive and to recognise the dangers of becoming involved in gangs. Identifying children with issues related to negative behaviour and providing mentoring support is highly effective in preventing problems in the future. Staff should report any concerns they have about a child's involvement in gangs as soon as possible so that the young person can be offered support and protection. For more information, see: 'Addressing Youth Violence and Gangs'

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-who-may-be-affected-by-gang-activity>

## **Drugs**

There is a clear drugs policy in place to guide staff what to do in the event of a drug related incident. Staff should report any drug-related incident in the usual way and the member of staff responsible for drug-related incidents will follow policy guidance. For more information on Drugs Policy and guidance for school staff see:

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

## **Faith Abuse**

Belief in witchcraft, spirit possession and other forms of the supernatural can lead to children being abused. Fear of the supernatural is also known to be used to make children comply with being trafficked for domestic slavery or sexual exploitation. Where staff have concerns about a child who may be subject to this form of abuse they should report it to a Designated Child Protection Officer. For more information see 'Tackling Child Abuse linked to Faith or Belief':

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

## **Peer to Peer abuse**

Peer on peer abuse includes bullying, physical abuse, sexual violence, sexual harassment, sexting, and so-called initiation ceremonies. Where staff have concerns about a child who may be subject to this form of abuse they should report it to a Designated Child Protection Officer.

For more information see:

<http://hub4leaders.co.uk/learning-hub/blog/what-you-need-to-know-about-peer-on-peer-abuse/>

## **Mental Health**

There are some children who experience mental health issues or have parents/ carers who have mental health issues. At times these issues may not have been shared explicitly and a child may be vulnerable if the appropriate support is not in place to ensure his/her safety. If staff members have concerns related to a parent or carer's mental health or a child's mental health, they should report it to the Designated Safeguarding Officer. In this way plans can be implemented to support all involved through starting a Common Assessment Framework (CAF) with the family and involving appropriate external agencies.

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

In ""Keeping children safe in education: Statutory guidance for schools and colleges – September 2019" (DfE, Sept 2019) detailed additional information is provided by the DfE in Annexe A relating to:

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- Upskirting

Where staff have concerns about a child who may be subject to any of the above forms of abuse/symptoms, they should report it to a Designated Child Protection Officer.

**Note:** Children whose situations do not currently fit the above categories may also be at significant risk of harm. This could include situations where another child in the household has been harmed or the household contains a known abuser.

## **Children at risk from extremism and radicalisation**

### **In our schools, we provide a wide range of support and guidance with the aim to:**

- a. understand how an extremist narrative, which can lead to harm, can be challenged by staff in schools; and to model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;
- b. understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism; and to understand how to manage risks within the school;
- c. understanding how to support individuals who are vulnerable, through strategies to support, challenge and protect;
- d. increase the resilience of pupils and of the school community by helping pupils to acquire skills and knowledge to challenge extremist views, and by promoting an ethos and values that promote respect for others, and;
- e. Use teaching styles and curriculum opportunities which allow grievances to be aired, explored and which demonstrate the roles of conflict resolution and active citizenship.

Exposing children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

“Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm.” Home Office – The Prevent Strategy.

### **Why might a young person be drawn towards extremist ideology?**

A decision by a young person to become involved in violent extremism:

- a. may begin with a search for answers to questions about identity, faith and belonging;
- b. may be driven by the desire for ‘adventure’ and excitement;
- c. may be driven by a desire to enhance the self-esteem of the individual and promote their ‘street cred’;
- d. is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support, and;
- e. Is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination.

### **Recognising Extremism - early indicators may include:**

- a. Showing sympathy for extremist causes
- b. Glorifying violence
- c. Evidence of possessing illegal or extremist literature
- d. Advocating messages similar to illegal organisations such as ‘Muslims Against Crusades’ or other non-proscribed extremist groups such as the ‘English Defence League’.
- e. Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online; therefore, young people’s involvement with particular groups may not be apparent through their social presentation.)

### **Reporting**

In the first instance, report any concerns to the Designated Safeguarding Officer (DSL). To deal with the concerns about a child being involved in, drawn into, or susceptible to violent extremism, the DSL will follow the referral route described below.

- a. Talk to the family and other professionals working with the young person about the concerns and get their views. (If the family is implicated in potential extremism contact will be made with the Social Inclusion Panel first).
- b. Seek consent to complete a CAF<sup>5</sup> assessment and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.
- c. Contact other relevant agencies and engage them in a Team around the Child (TAC) approach to supporting the young person and their family with a programme of support.
- d. If the concerns persist and the TAC approach does not seem to be having a positive impact, or if it appears the young person is already exposed to or involved with extremist organisations, refer the case to the **Social Inclusion Panel** (SIP) using the CAF form.

### **Interventions for individuals**

The school may implement a number of strategies to support individuals, such as:

- a. Increased adult support, supervision and encouragement
- b. Positive buddying programmes
- c. Positive activities in and out of school
- d. Behaviour support / anger management programmes
- e. Attendance support
- f. 1 to 1 or group counselling (Place 2 Be)
- g. Parenting programmes with a Preventing Violent Extremism element
- h. Links with relevant voluntary or religious organisations
- i. Advice on cyber safety (for pupils and parents)

And referrals (usually through SIP) for:

- a. Family Therapy / CAMHS programmes
- b. Targeted Youth Support
- c. YISP crime prevention programmes
- d. Police Prevent team support
- e. Specialised theological / educational programmes
- f. Intensive Family Support Programmes

### **Prevention**

The school seeks to prevent extremism through its curriculum and other activities. These include:

- a. Work on community cohesion, tolerance and anti-violence addressed throughout curriculum: promoting alternative positive narratives to counteract extremist ideologies.
- b. Open discussion and debate of issues and the law in a supportive environment.
- c. Critical appraisal of sources /internet resilience /identifying propaganda – relevant for all subjects but especially when using the internet for research
- d. Citizenship programmes – British Values
- e. Anti-bullying work including homophobia and violence against women
- f. Rewarding positive behaviour
- g. Pastoral and induction support
- h. Work on safety, risk and crime prevention
- i. Opportunities for channelling positive engagement e.g. charity work/fund-raising
- j. Positive in and out of school hours' programmes, including holiday programmes
- k. Parenting programmes to ensure consistent messages between home and school

### **Internet Security**

Generally, what is good practice for safeguarding in other fields is good practice for safeguarding against extremism. Two main factors impact upon online safeguarding – these are user behaviour and network security. The school enforces an Acceptable Use Policy, which includes provisions such as preventing access to private email on the network, ensuring web connected computers are in public

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<sup>5</sup> Common assessment form



areas, and monitoring browsing history. There is also, as always, a need to ensure that everyone knows what to do should they become concerned about something they find, or contact they receive, online. The school has a robust filtering system in place, both at a school and service provider level. The school uses the Openness Filtering System. This has several layers of filtering and provides scopes for monitoring individual user profiles as required.

The school has the right to amend its filtering settings. The Leader for computing and the HT have the necessary access rights, and they also receive training for the effective use of the systems.

### **Visitors and the Use of School Premises & Facilities**

- a. The school monitors the activities of any clubs or groups operating under the name of the school, or using its premises or facilities.
- b. Appropriate checks are made for all visitors (e.g. By searching for the person or company on the internet). Extensive research is carried out before inviting anyone to contribute to school assemblies or addressing the pupils/students.
- c. The Mosque (ELMT) has its own rigorous procedures for vetting speakers or Imams who lead prayers.
- d. Visitors agree to uphold the values and policies of the school when signing in.

The Office Manager is responsible for implementing the above.

### **School Governors**

Governors are responsible for ensuring Prevent issues are being addressed through the curriculum and that the safeguarding policy reflects vulnerability to radicalisation. The school will report on these to the Governing Body and the lead Governor for Safeguarding.

## **Important telephone numbers and emails**

DSL at Al-Mizan School: Fazal Mahmud - [fazal@eastlondonmosqueschools.co.uk](mailto:fazal@eastlondonmosqueschools.co.uk)

DSL at London East Academy: Mohammed Badr - [badrl@eastlondonmosqueschools.co.uk](mailto:badrl@eastlondonmosqueschools.co.uk)

Deputy DSL: Askor Ali - [head@eastlondonmosqueschools.co.uk](mailto:head@eastlondonmosqueschools.co.uk)

DSL of the governing body: Abdul Hayee Murshad – [Abdul-hayee@sky.com](mailto:Abdul-hayee@sky.com)

Anyone can call MASH with any concerns related to safeguarding and/or child protection issues

Children’s Social Care Multi-Agency Safeguarding Hub (MASH) – 020 7364 5000

Children’s Social Care out-of-hours-team – 020 7364 5000

Local Authority Designated Officer (LADO) Melanie Benzie – 020 7364 0677 / 07903 238827

Police Child Abuse Investigation Team - 020 8217 6484

The Early Help HUB - 020 7364 5006

For Adults (those 18 or over) cases should be referred to the Safeguarding Adults Panel (SAP).

Simon Smith - Prevent Programme Manager - Tel: 020 7364 4691  
Email: [simon.smith@towerhamlets.gov.uk](mailto:simon.smith@towerhamlets.gov.uk)

If at any stage you are concerned that a child or young person is at imminent risk of harm you should also contact the Child Protection Duty Line on 020 7364 5000

If you suspect someone is actually engaged in terrorist activity, you should also contact the police or the anti-terrorist hotline immediately on 0800 789 321.

## **Child protection and safeguarding**

### *A short statement for parents/carers*

Keeping Children Safe in Education September 2018, the latest guidance document published by the Department for Education (DfE) maps out the school's role in protecting children from abuse.

All schools have a clear responsibility placed on them by the Children Act 1989 and by guidance from the DfE to safeguard the welfare of all their pupils/students. In doing so, schools are expected to consult with Children's Social Care if they believe there is a possibility that a child may be suffering from abuse or neglect. A referral to Children's Social Care is not intended to be an accusation of any particular action or against any particular person. It is the reporting of concerns which have come to the school's attention. This is in accordance with Tower Hamlets Local Safeguarding Children Board's Child Protection Procedures.

Al-Mizan School and London East Academy have a Child Protection & Safeguarding Policy and this refers to Tower Hamlets Local Safeguarding Children Board's Child Protection Procedures. Both of these documents are publicly available and can be consulted by parents / carers.

The Designated Safeguarding Lead (DSL) at Al-Mizan is Fazal Mahmud and London East Academy is Mohammed Badr. The Deputy DSL for both schools is Head Teacher Askor Ali. The member of the governing body who is responsible for safeguarding and child protection is Abdul-Hayee Murshad

The DSL will be happy to discuss any questions or concerns parents / carers may have about Child Protection practice in the schools.

This safeguarding and child protection policy will be reviewed annually by the Governing Body. The policy was last reviewed in June 2019.



# Actions taken - on a Record of Concerns

Name of DSL taking the actions			
Date concern raised		Date action taken	
Date the Director of LMC briefed about the concern			
<b>Record of actions taken</b> (use this space to keep a detailed outline of the actions taken and the outcomes)			

## Appendix F - Dealing with Allegations of Abuse against Headteacher, Teachers, Volunteers and other Staff

These procedures outline the initial response to an allegation of abuse against headteacher, teachers or another member of staff. For more detailed guidance, particularly action following the outcome of an initial investigation reference must be made to the [DfE Guidance](#).

### 1. Reporting Allegations

a) *Allegations against any staff*

Any allegation of abuse of a student by a staff must be reported to the Designated Safeguarding Officer, for AMS Fazal Mahmud and LEA Mohammed Badr.

b) Should the initial allegation first be made to any other member of staff then that member of staff must either request the person raising the allegation to report it to the Designated Safeguarding Officer or if that is not possible to pass details of the allegation to the Designated Safeguarding Officer immediately.

c) *Allegations against the Headteacher*

Should the allegation be made against the Headteacher then this should be brought to the attention of Chair of Governor, who is also the safeguarding lead immediately.

d) Should the allegation meet any of the following criteria then the school should report the allegation to the local authority designated officer the same day that the allegation is received that a teacher or member of staff or volunteer at the school has:

- **behaved in a way that has harmed a child, or may have harmed a child or;**
- **possibly committed a criminal offence against or related to a child or;**
- **behaved towards a child or children in a way that indicates s/he would pose a risk of harm if they work regularly or closely with children.**

### 2. Initial Consideration

a) The Designated Safeguarding Officer or the Headteacher or the Director of LMC (depending on against whom the allegation is) will discuss the matter with the 'Local Authority Designated Officer' (LADO) at London Borough of Tower Hamlets (LBTH) and provide any further details of the allegation and the circumstances in which it was made.

b) The school should not investigate the allegation at this stage. The discussion with LADO will consider whether there is evidence or information that establishes that the allegation is false or unfounded.

c) If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer significant harm, the local authority designated officer will immediately refer to children's social care and ask for a strategy discussion in accordance with Working Together to Safeguard Children to be convened straight away. In those circumstances the strategy discussion should include the local authority designated officer and the school Designated Safeguarding and Child Protection Officer.

d) If there is no cause to suspect that "significant harm" is an issue, but a criminal offence might have been committed, the local authority designated officer should immediately inform the

police and convene a similar discussion to decide whether a police investigation is needed. That discussion will also involve the school and any other agencies involved with the child.

### 3. Action following initial consideration

- a) Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the school Designated Safeguarding Officer to deal with it in consultation with School Governors<sup>6</sup>. In such cases, if the nature of the allegation does not require formal disciplinary action then appropriate action should be instituted within three working days.
- b) If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.
- c) Where further investigation is required to inform consideration of disciplinary action the school Designated Safeguarding Officer and the School Governors should discuss who will undertake that with the local authority designated officer (LADO).
- d) The investigating officer should aim to provide a report to the school within 10 working days.
- e) The following definitions should be used when determining the outcome of allegation investigations:
  - 1) **Substantiated**: there is sufficient identifiable evidence to prove the allegation;
  - 2) **False**: there is sufficient evidence to disprove the allegation;
  - 3) **Malicious**: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;
  - 4) **Unfounded**: there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively, they may not have been aware of all the circumstances;
  - 5) **Unsubstantiated**: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- f) On receipt of the report of the disciplinary investigation, the school Designated Safeguarding Officer and the School Governors should consult the local authority designated officer, and decide whether a disciplinary hearing is needed within two working days. If a hearing is needed it should be held within 15 working days.
- g) In any case in which children's social care has undertaken enquiries to determine whether the child or children are in need of protection, the School Governors and Chair of Governors should take account of any relevant information obtained in the course of those enquiries when considering disciplinary action.
- h) The local authority designated officer should continue to liaise with the school to monitor progress of the case and provide advice or support when required or requested.

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<sup>6</sup> This role is delegated by the School Governors to the designated Child Protection governor.

#### **4. Case subject to police investigation**

- a) If the police and/or Crown Prosecution Service decide not to charge the individual with an offence, or decide to administer a caution, or the person is acquitted by a Court, the police should wherever possible aim to pass all information they have which may be relevant to a disciplinary case to the Headteacher within three working days of the decision. In those circumstances the school and the local authority designated officer should proceed as described above.
- b) In any case in which children's social care has undertaken enquiries to determine whether the child or children are in need of protection, any information obtained in the course of those enquiries which is relevant to a disciplinary case should also be passed to the school and the Headteacher should request this information.

#### **5. Supporting those involved**

##### *Staff*

- a) Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is key to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police.
- b) The person who is the subject of the allegation should be kept informed of the progress of the case and consideration should be given to what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

##### *Parents*

- c) Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parent or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence. Parents and carers should also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice. In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

#### **6. Resignations and 'compromise agreements'**

- a) If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all



the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

- b) So-called 'compromise agreements', by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in these cases. Such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to the Disclosure and Barring Service where circumstances require that.

## **7. Record keeping**

- a) Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.
- b) The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS Disclosures reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.
- c) The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on employment retention.

## **8. References**

- a) Cases in which an allegation was proven to be false, unsubstantiated, unfounded or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. should also not be included in any reference.