



Safeguarding Policy

Darul Uloom Dewsbury

Approved by: Trustees **Date:** January 2023

Last reviewed on: January 2023

Next review due by: August 2023

Statement of intent

Darul Uloom Dewsbury is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the institute's premises. We implement a whole-Institute preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

The Policy is available to all interested parties on our website and by request from the main office.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the Trustees, the Madrassa Headteacher and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of abuse, and know to refer concerns to the DSL.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to adults at risk.
- Ensuring that the Madrassa Headteacher and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

Key Staff	
Designated safeguarding lead	Irfan Qayum
Deputy safeguarding/ Pastoral support	Muzafar Hussain
Designated Prevent lead(s)	Irfan Qayum
Designated teacher for looked after children	Irfan Qayum
Designated Operation Encompass lead	Irfan Qayum
Head of Madrassa	Ajaaz Bashir
Key External Contacts	
Police	999
Local authority designated officer (LADO)	Sandra Shaw T: 01484 221 126 E: sandra.shaw@kirklees.gov.uk
Safeguarding partner's website	Kirklees.gov.uk
Channel/Prevent lead	Jade Smith
Kirklees Adult Safeguarding Board	01484221717 Kirklees Safeguarding Adults Team

In an emergency:

If a student, member of staff, or member of the public is in immediate danger or at risk of harm to themselves or others call emergency services on 999. You should inform the relevant Designated Safeguarding Lead as soon as possible:

Designated Student Safeguarding Lead:

- Irfan Qayum (Member of the Senior Leadership Team)
- IrfanQ@Jaamia.org

Deputy Designated Student Safeguarding Leads:

- Muzafar Hussain, (Head of Boarding)
- MHussain@Jaamia.org

Designated Staff Safeguarding Lead/ Head Teacher:

- Ejaaz Bashir (Head of Madrassah)
 - Ebashir@jaamia.org
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Introduction and Principles

DARUL ULOOM DEWSBURY recognises that it has social, moral and legal obligations to safeguard the wellbeing and safety of children and adults at risk involved in any DARUL ULOOM DEWSBURY activities, whether they are conducted in person or online.

Scope

This policy applies to:

- Adults at risk who are applying to become students at DARUL ULOOM DEWSBURY.
- Registered students from the age of 18 and students who are adults at risk enrolled at the institute.
- DARUL ULOOM DEWSBURY staff.
- Any member of the DARUL ULOOM DEWSBURY community who may come into contact with students who are adults at risk;
- Employees, workers, volunteers or students who are accused of a safeguarding breach or concern.

Definitions

An adult at risk is someone aged 18 or over who receives or may need community care services because of a disability, age or illness and as a result of those needs is unable to take care of themselves or is unable to protect themselves against significant harm or exploitation. This can relate to physical, mental or psychological wellbeing or the potential to be drawn into sexual, financial or criminal exploitation and activity.

Welfare concerns include but are not limited to risk of suicide, self-harm, untreated mental health needs, going missing, domestic abuse, exploitation, serious self-neglect, risk of homelessness, or sexual abuse.

Safeguarding Roles and Responsibilities

The Designated Safeguarding Leads are responsible for:

- Reporting to and supporting the Head Teacher and Trustees about safeguarding matters;
- Reporting to the resident borough's adult social care department where an allegation involves an adult at risk;
- Monitoring, promoting and reviewing the policy, guidance documents and resources;
- Ensuring the dissemination of the policy to all DARUL ULOOM DEWSBURY staff through Inset trainings, staff meetings and emails;
- Acting as the first point of contact for safeguarding concerns and providing support;
- Reporting to the LADO (Local Authority Designated Officer) and seeking advice in situations where a safeguarding allegation is made against a member of staff;
- Providing support to, and dealing with any queries from, students or members of staff who have been accused of misconduct related to a safeguarding issue;
- Keeping records of all safeguarding referrals and outcomes;
- Working collaboratively with the Head teacher and Trustees.

All staff are responsible for:

- Being aware of the safeguarding policy.
- Reporting safeguarding concerns to the Designated Safeguarding Lead
- Completing safeguarding training before starting work at Darul Uloom Dewsbury, if they have safeguarding responsibilities, including working with adults at risk.

Staff Responsibilities and Conduct

People in positions of trust such as DARUL ULOOM DEWSBURY employees, Principal Investigators, workers, volunteers, researchers, honorary roles, student

mentors and ambassadors must demonstrate exemplary behaviour. Remember that someone else might misinterpret your actions, no matter how well intentioned. You should always give due consideration as to what is an appropriate environment and what is appropriate conduct in relation to the activities you are undertaking.

You should:

- Act as an appropriate role model and provide an example you wish others to follow
- Challenge unacceptable behaviour by others including abusive youth/peer activities, bullying, harassment or sexual misconduct, including online behaviours
- Ensure feedback given in activities is constructive
- Avoid use of language, terminology or behaviour which could be interpreted as having a sexual connotation or innuendo
- Challenge the use of inappropriate or offensive language
- Consider the age of students when discussing sensitive issues

You should not:

- Engage in sexual behaviour with someone with whom you are in a position of trust.
- Engage in private social media correspondence with a student or young person
- Do something for an adult at risk if they have the ability and capacity to do it for themselves. If somebody has a disability any tasks should only be done for them with their consent and their full understanding

You should not normally:

- Give a student your personal email address or personal social media contact details. You should give careful consideration before giving your personal mobile phone number out. Sometimes using your personal mobile may be unavoidable, for example when you are arranging and taking part in research, conferences or organising field trips. DARUL ULOOM DEWSBURY communication channels such as DARUL ULOOM DEWSBURY email, Microsoft Teams could be used as an alternative, but may not always be practicable.

Training and Support

For Staff

For roles at DARUL ULOOM DEWSBURY safeguarding training is mandatory and must be completed before undertaking work in a position of trust.

All staff undertake prevent training to safeguard staff and students from being drawn into terrorism.

For Students undertaking work involving contact with young people:

Online training or face to face training will be given to DARUL ULOOM DEWSBURY students.

Safeguarding Adult Students at Risk – Preventative Action

All students have access to a wide range of academic and pastoral support. DARUL ULOOM DEWSBURY works closely with a GP practice which covers the local postcodes and can also see non-registered students as temporary patients if this is needed.

Through the Safeguarding Team and Pastoral Support, DARUL ULOOM DEWSBURY provides effective support to any student who may be experiencing emotional and psychological problems. DARUL ULOOM DEWSBURY also support students who have longer term mental health conditions, physical disabilities and/or learning difficulties and are able to make reasonable adjustments for these students to ensure they can study as independently as possible during their time at DARUL ULOOM DEWSBURY. Students can self-refer to any member of the Safeguarding Team at any time.

DARUL ULOOM DEWSBURY provides all students with instructions on safeguarding and pastoral support services available to them.

The support mentioned above is likely to be sufficient for most of DARUL ULOOM DEWSBURY's students during most of their time at DARUL ULOOM DEWSBURY. However, some students may have the potential to be/become an adult at risk (either temporarily or permanently) for a variety of reasons and in different situations during their time as a student at DARUL ULOOM DEWSBURY.

An adult may become at risk during their time at DARUL ULOOM DEWSBURY if they:

- Have particular needs because of their age;
- Have a disability;
- Have a physical or mental health difficulty
- Are detained in custody
- Are receiving community services because of their age, health or disability
- Are living in sheltered accommodation or in a residential care home

Adults as described above may not necessarily be at risk all of the time or at all. They may be at risk if they are not able to protect themselves against significant harm or exploitation.

It may be difficult to identify an applicant's or student's vulnerability or the possibility that they may become vulnerable to risk during their studies at DARUL ULOOM DEWSBURY.

Adults can also be victims of physical, emotional, sexual abuse or neglect. In addition, they can be vulnerable to financial, discriminatory or institutional abuse, modern slavery and self-neglect.

DARUL ULOOM DEWSBURY staff have all been given basic training in mental health and wellbeing.

Safeguarding Young Workers and Adult Staff at Risk – Preventative Action

DARUL ULOOM DEWSBURY is committed to ensuring a happy and healthy workplace. DARUL ULOOM DEWSBURY has a proactive approach to wellbeing by promoting and embedding positive physical, mental, social and wellbeing behaviours and activities across the DARUL ULOOM DEWSBURY community.

In addition DARUL ULOOM DEWSBURY's inset training ensures that all staff are accountable for reporting unacceptable behaviours.

Line managers are trained to consider whether reasonable adjustments are necessary to support a staff member experiencing mental health difficulties, including flexible working.

Darul Uloom Dewsbury also provides an opportunity for support regarding any bullying, harassment or sexual misconduct experienced by the DARUL ULOOM DEWSBURY community.

Recognising Concerns in a student, a member of staff or a research participant

Abuse is a form of maltreatment. Somebody may abuse or neglect adult at risk by inflicting harm or by failing to act to prevent harm. Abuse may occur in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse may also take the form of self-harm. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Abuse can take different forms and includes physical abuse, sexual abuse, emotional abuse and neglect. You may become aware of a concern through your

own observations, something that someone else tells you about a adult at risk or something the adult at risk themselves tells you.

A member of staff could become an adult at risk at any time during their employment at DARUL ULOOM DEWSBURY. Colleagues may notice a change in appearance or behaviour, attendance or performance. Whilst these do not necessarily indicate abuse or neglect, they may indicate a cause for concern.

Staff members who are concerned about a colleague's welfare or safety should let their colleague's line manager know.

Sometimes the behaviour of a colleague might cause concern or you may feel that circumstances that have arisen could lead you to be the subject of a false allegation relating to your conduct. This includes:

- A relationship developing which is an abuse of a position of trust
- A adult at risk is becoming attracted to a colleague
- A adult at risk is becoming attracted to you
- A adult at risk has misunderstood or misinterpreted something you have done or said
- Needing to physically restrain a adult at risk to prevent them from harming themselves or others or from causing significant damage to property

If you have concerns relating to staff behaviour for yourself or for a colleague you should discuss this with your line manager in the first instance. If the concern is about your line manager you should discuss it with their line manager.

Responding to someone who raises a concern

If someone tells you directly about a concern relating to their safety you should:

- Remain calm
- Offer reassurance that they have done the right thing in telling you
- Listen attentively and show you are taking what you are being told seriously
- If they are an adult at risk, it is good practice to gain the person's consent to share your concern. If information has been shared with you in confidence, a safeguarding concern may mean that there is justification to share the information without consent.
- Explain to them what will happen next

Do not:

- Interrupt or stop them from speaking freely
- React strongly for instance saying, "That's awful" or "How could someone do that?"
- Jump to conclusions about what happened or who is to blame
- Ask leading questions to gain more information; you can ask questions to clarify, for example "Are you telling me that...?" using their own words
- Promise confidentiality

Safeguarding allegations

This is where a person has allegedly:

- a) Behaved in a way that has harmed an adult at risk, may have harmed an adult at risk or might lead to an adult at risk being harmed;
- b) Possibly committed or is planning to commit a criminal offence against an adult at risk or related to an adult at risk or;
- c) Behaved towards an adult at risk in a way that indicates they are or would be unsuitable to work with adult at risk.

The allegation may:

- Involve a child or children or adult/adults
- Not directly have an identified victim as such. For example, if someone is looking at abusive images of children online or using the internet to groom children with the intent to harm in future;
- Be about any type of abuse;
- Relate to a person who no longer works or studies at DARUL ULOOM DEWSBURY (known as a 'historical non-recent allegation')
- Concern the child of a staff member or student
- Concern a child or an adult at risk who is a student at the Darul Uloom.

A safeguarding allegation may arise when:

- A adult at risk makes a disclosure about themselves
- A third party reports or makes an allegation about someone else
- Harmful behaviour is observed
- DARUL ULOOM DEWSBURY is informed by the police or local authority or an individual that they are the subject of a adult protection and/or criminal investigation
- New information is contained in a Disclosure and Barring List (DBS) check

Historic /Non-Recent Allegations of Abuse

Students or members of staff may disclose that they were the subject of historical abuse by someone external to DARUL ULOOM DEWSBURY. Some allegations of historical abuse may raise concerns that others may be at risk. If the individual has provided sufficient information to identify the alleged perpetrator, DARUL ULOOM DEWSBURY may have an obligation to share this information with the relevant authorities.

Recording and Reporting Concerns – adult student at risk

As soon as possible after noticing or being told of a concern you must:

- Record your concern on paper and inform a member of the safeguarding team providing as much detail as possible.
- Be precise and use their own words where possible
- You can give an opinion if it relates to their behaviour or demeanour if you note that it is your opinion
- If you are not able to access the online form then record your observations in writing, sign and date your record
- Send the referral to the DSL or deputy DSL.

You should not:

- Discuss the concern with anyone other than your line manager/head of department
- Investigate any allegations

After you have reported your concern:

- Safeguarding Team will let you know what will happen next
- You may ask for an update from the Safeguarding Team in relation to your report but bear in mind that information may be shared on a need to know basis.
- Hearing about suspected or actual abuse can be upsetting. If you need advice and support you can contact the Safeguarding Team or the Head teacher.

Safeguarding Team may decide to:

- Contact the student to offer support
- Refer the student to internal support;
- Refer the student to an external support agency;
- Refer the student to adult social care where the student is resident
- Refer for consideration under alternative procedures such as Fitness to Study
- Contact the police if an emergency
- Call an ambulance if an emergency
- Contact the student's parent and/or guardian
- Contact the Designated Staff Safeguarding Lead and the Head teacher to report the allegations if they are against a staff member. The Designated Safeguarding Lead will also contact LADO within 24 hours to report the allegation.
- Contact the Disclosure and Barring Service under their legal duty to refer
- Contact the professional registration body for professional misconduct

Recording and Reporting Concerns – Young Workers or Adult staff at risk

As soon as possible after noticing or being told of a serious concern about a member of staff who is a young worker or may be classed as an adult at risk you must:

- Make notes of your concern, providing as much detail as possible.
- Send the notes to the Safeguarding Team and the Head teacher.

You should not:

- Discuss the concern with anyone other than your line manager/head of department
- Attempt to investigate any allegations yourself

After you have reported your concern:

- The Designated safeguarding lead will let you know what will happen next
- Hearing about suspected or actual abuse can be upsetting. If you need advice and support you can contact the Safeguarding team and Head teacher.

The Designated safeguarding lead may decide to:

- Contact the employee to offer support
- Refer the employee to internal support;
- Refer the employee to an external support agency;
- Refer the employee to adult social care
- Contact the police
- Call an ambulance
- Contact the employee's next of kin
- Contact the Disclosure and Barring Service under their legal duty to refer
- Contact the professional registration body for professional misconduct

If the allegations are against a DARUL ULOOM DEWSBURY employee, the Designated Safeguarding Lead will contact LADO within 24 hours to report the allegations and will contact the Head teacher. They will also offer support to the staff member who may have been accused of misconduct.

Managing Safeguarding Allegations against members of staff

When an allegation is made against a member of staff, the Designated Safeguarding Lead will:

- Report this to the local authority designated officer (LADO) within 24 hours.
- Inform the Head Teacher who may initiate a formal investigation depending on police advice.
- Put in place support to the employee accused of misconduct.

Prevent

The Counter-Terrorism and Security Act 2015 (CTSA) created a statutory duty for specified public authorities to 'have due regard to the need to prevent people from being drawn into terrorism'. Prevent is one of four strands of the government's counter-terrorism strategy. Compliance with the duty in England is monitored by the Office for Students. The Darul Uloom's approach to prevent is primarily one of safeguarding the welfare of our students and staff. This is balanced against our commitment to freedom of speech and other key legislation.

Working with other organisations

DARUL ULOOM DEWSBURY may work with other organisations to deliver activities either on DARUL ULOOM DEWSBURY premises or the premises of the other organisation. As part of these activities DARUL ULOOM DEWSBURY will agree which organisation will take lead safeguarding responsibility. When planning to work with an external organisation DARUL ULOOM DEWSBURY representatives ensure that they:

- Have the name and contact details of the other organisation's safeguarding lead
- Agree the process for reporting safeguarding concerns
- Agree responsibility for any risk assessments to be carried out
- Agree the responsibility for gaining consent and other permissions relating to confidential data
- Ensuring that staff have the appropriate training, qualifications and DBS clearance to work with adults at risk.

Where a DARUL ULOOM DEWSBURY employee is accused of abuse the Designated Safeguarding Lead will inform Local Authority Designated Officer who will advise on who else should be informed if the employee also works somewhere else.

Record Keeping

DARUL ULOOM DEWSBURY will keep records of safeguarding concerns or allegations including details of how they were resolved, details of decisions reached and how those decisions were arrived at. These records will be kept securely for 6 years.

Confidentiality and Information Sharing

DARUL ULOOM DEWSBURY has a duty to share information with other agencies to safeguard adults at risk. DARUL ULOOM DEWSBURY will seek consent from the reporting adult at risk before sharing the safeguarding information confidentially to an authority or agency. However, information may be shared without consent if DARUL ULOOM DEWSBURY believes there is good reason to do so, and that the sharing of information will enhance the safeguarding of an adult at risk in a timely manner. Data protection law and regulations should not be seen as a barrier to sharing information about safeguarding.

Where DARUL ULOOM DEWSBURY decides to share information without consent there will be a record kept of the discussion and decision-making process to share that information.

Information should be shared on a need to know basis only, as judged by the designated Safeguarding Lead/ Safeguarding Team and having taken advice from DARUL ULOOM DEWSBURY's legal team.

Legislation and Guidance

Data Protection Act 2018
Sexual Offences Act 2003
Safeguarding Vulnerable Groups Act 2006
Equality Act 2010
Protection of Freedoms Act 2012
Care Act 2014
Counter Terrorism and Security Act 2015

Appendices

Appendix A Definitions and Indicators of Abuse

Abuse

A form of maltreatment of an adult at risk. Somebody may abuse or neglect an adult at risk by inflicting harm, or by failing to act to prevent harm. Adults at risk may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Adults at risk may be abused by an adult or adults, or another child or children.

Physical Abuse

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

Possible indicators are:

- Adults at risk with frequent injuries
- Adults at risk with unexplained or unusual fractures or broken bones
- Adults at risk with unexplained: bruises, cuts, burns, scalds, bite marks

The persistent emotional maltreatment of an adult at risk such as to cause severe and persistent adverse effects on the individual's emotional development. It may involve conveying to the individual 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 individual 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 adults at risk. 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 adult at risk participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing adults at risk frequently to feel frightened or in danger, or the exploitation or corruption of adults at risk. Some level of emotional abuse is involved in all types of maltreatment of a adult at risk, though it may occur alone.

Possible indicators are:

- Lack of confidence or self-assurance

- Struggling to control their emotions
- Having difficulty making or maintaining relationships
- Enforced social isolation – preventing someone accessing services, educational and social opportunities and seeing friends

Sexual Abuse

Involves forcing or enticing an adult at risk to take part in sexual activities, not necessarily involving a high level of violence, whether or not the individual 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 adults at risk, in looking at, or in the production of, sexual images, watching sexual activities, encouraging them to behave in sexually inappropriate ways, or grooming an individual in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Possible indicators are:

- Displaying knowledge or interest in sexual acts inappropriate to their age
- Using sexual language or have sexual knowledge beyond their years
- Asking others to behave sexually or play sexual games
- Physical sexual health problems, sexually transmitted infections or underage pregnancy
- A change in behaviour such as becoming withdrawn or a change to their appearance
- It may be more difficult to identify possible indicators of abuse in adults than in children

The persistent failure to meet an adult at risk's basic physical and/or psychological needs, likely to result in the serious impairment of their 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 an adult at risk from physical and emotional harm or danger
- c. ensure adequate supervision (including the use of inadequate care-givers)
- d. ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, an adult at risk's basic emotional needs.

Possible indicators are:

- Living in a home that is persistently dirty or unsafe
- Being hungry or dirty
- Being without adequate clothing for the weather conditions
- Living in dangerous conditions, i.e. around drugs, alcohol or violence
- Not receiving basic health care
- Adults at risk left in the care of unsuitable adults

Self-Neglect

This covers a wide range of behaviours such as neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.

Possible indicators include:

- Very poor personal hygiene.
- Unkempt appearance.
- Lack of essential food, clothing or shelter.
- Malnutrition and/or dehydration.
- Living in squalid or unsanitary conditions
- Drug or alcohol misuse

More information at [Self-neglect at a glance](#).

Financial or material abuse

This can include theft, fraud, internet scamming and the misuse or misappropriation of property, possessions or benefits. It also includes coercion in relation to an adult's financial affairs or arrangements, including wills, property, inheritance or financial transactions.

Possible indicators include:

- Unusual activity in the bank accounts.
- Unpaid bills.
- Unexplained shortage of money

More information at [What is Financial Abuse?](#)

Domestic Abuse

Domestic abuse is categorised by any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass physical, emotional, psychological, sexual and financial abuse.

Possible indicators include:

- Low self-esteem
- Feeling that the abuse is their fault when it is not
- Physical evidence of violence such as bruising, cuts, broken bones
- Fear of outside intervention
- Isolation from friends or family
- Limited access to money

More information at [Domestic abuse: how to get help.](#)

Modern Slavery

The term 'Modern Slavery' captures a whole range of types of exploitation, many of which occur together. These include but are not limited to:

- sexual exploitation
- domestic servitude
- forced labour
- criminal exploitation
- other forms of exploitation: organ removal; forced begging; forced benefit fraud; forced marriage and illegal adoption.

Possible indicators include:

- Appearing to be under the control of someone else and reluctant to interact with others

- Having few personal belongings
- Not able to move around freely
- Reluctance to talk to strangers or the authorities
- Appearing frightened, withdrawn, or show signs of physical or psychological abuse

More information at [Modern slavery training: resource page](#).

Discriminatory Abuse

Discriminatory and oppressive attitudes towards people on the grounds of disability, gender and gender identity and reassignment, age, race, religion or belief, sexual orientation, and political beliefs.

It may be a feature of any form of abuse and manifests itself as physical abuse/assault, sexual abuse/assault, financial abuse/theft, neglect and psychological abuse/harassment. It includes verbal abuse and racist, sexist, homophobic or ageist comments, or jokes or any other form of harassment. It also includes not responding to dietary needs and not providing appropriate spiritual support.

More information at [types and indicators of abuse](#).

Prevent

The Prevent duty was introduced under the Counter Terrorism and Security Act (2015) so that education providers, including universities to have regard to the need to prevent people from being drawn into terrorism or extremism. This is sometimes referred to as being at risk of radicalisation.

Possible indicators include:

- Refusing to listen to different points of view
- Unwilling to engage with students who are different
- Embracing conspiracy theories
- Changing friends and appearance
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups
- Violence or incitement to violence

Online behaviour

- Changing online identity
- Having more than one online identity

- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation

Incel Movement

Involuntary celibates, known as incels, are members of an online subculture who define themselves as unable to find a romantic or sexual partner despite desiring one. Incels are mostly male and heterosexual. Because of this they often hold particularly hostile and violent views not only towards women but also towards men who are sexually active. While many are simply lonely and use the community for support in an age of digital isolation, some radicals advocate for social and sexual rebellion. These extremist incels seek revenge through violent attacks against people they call “Chads and Stacys”, a reference to men and women they perceive as very successful when it comes to sex.

Discussions in incel forums are characterised by resentment, misogyny, misanthropy, self-pity and self-loathing, racism, a sense of entitlement to sex, and the endorsement of violence against sexually active people.

Slang is a big part of how incels communicate online and it is finding its way into common language, owing to social media and the prominence of memes. This means that children and young people are being exposed to this kind of language and rhetoric and may take it on board without really thinking about it. Alternatively, they may be drawn into the incel mindset.

Early Help

Early help means providing support as soon as a problem emerges, at any point in a Student's life. If we identify additional unmet needs for a pupil that does not require intervention by social workers, then in the first instance it may be beneficial to speak to the casework consultant linked to our community hub. They can advise us whether family support may be required, this may help us to understand what support we can offer if we complete an Early Support Assessment (ESA). The Early Support Assessment is a tool and not a referral mechanism.

For pupils, whose needs and circumstances make them more vulnerable, a coordinated multi-disciplinary approach is usually best, based on an Early Support Assessment, with a Lead Practitioner to work closely with the student and/ or family to ensure they receive the right support.

Early Support Assessment (ESA) explained

- The Institute will gather further information, if required, to provide evidence when statutory services are needed.

- If it is not clear who is best placed to provide support, an early support assessment (ESA) will be undertaken before a referral is made to the Early Support Service.
- If additional support is required from the Early Support Service, then a referral will be made by the Institute. The Institute will in most cases consider completing an Early Support Assessment to ensure the right level of support is offered.
- The Kirklees Safeguarding Children Partnership monitors referrals to Early Support to promote improvement in assessment practice within all partner agencies. We may discuss the case with Kirklees safeguarding partnership for our student if needed.
- If the Institute undertake a referral which relates to a family where there is an existing team around the family meeting (TAF) an early support assessment (ESA) will already have been completed.

Early Support - The Kirklees Early Support Partnership

Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan. The educational health and care plan is for children and young people who have special educational needs (SENs) and/or disabilities.
- Have mental health needs.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation. □
Are at risk of being radicalised or exploited.
- Have family members in prison, or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Misuse drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM.
- Show early signs of abuse and/or neglect in other ways.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.