



CONSORTIUM OF LANCASHIRE MADRASAHS (CLM)

Inspection Standard Framework

East/West/Central Division
VERSION 4 | AUG-2020

INTRODUCTION

Madrasahs feature strongly in the lives of most British Muslim children. Research undertaken shows that British Muslim children attend Madrasahs for most of their young lives for up to two hours on evenings after school and weekends. Most Madrasahs are registered charities and often run through Mosques, to ensure accountability and key child protection policies and health and safety policies are in place and policies are accompanied by relevant information, procedures and monitoring of effective implementation.

They are community-based organisations which embody the cultural and religious backgrounds of the families who attend them. The Madrasah sector is a significant feature of many British communities and is strongly valued by Muslim families. Before the establishment of Consortium of Lancashire Madrasahs, there was no single body which regulated Madrasah activities, although many are attached to Mosques.

Lancashire Council of Mosques (LCM) was established in 1989 as an umbrella organisation representing Mosques, religious teaching centres and Muslim institutions in Lancashire. The training, education and development arm of the Lancashire Council of Mosques is Consortium of Lancashire Madrasahs, its primary aim is to provide a united and progressive platform to raise the standards of Madrasahs across Lancashire from a systems perspective.

Consortium of Lancashire Madrasahs will aim to bring Madrasahs into a single system of self-regulation, via their Madrasah Inspection Standard Framework, to ensure that minimum safeguarding and other standards are met and best practice is shared. It would also help to ensure greater interaction between Madrasahs and increase their ability to network with other organisations. Recent research concluded that Madrasahs are changing as new practices and a new generation of teachers are entering the sector. As a large sector, it is understandable that standards vary. The research suggested that the vast majority of Madrasahs are striving to provide their pupils with the highest-quality service. There are a number of organisations and initiatives which are working hard to improve the quality of Madrasahs across Lancashire and in UK.

It is clear from an IPPR, the Institute for Public Policy Research into Madrasahs stated that any central government initiatives which target Madrasahs for addressing specific problems may further isolate the Muslim community and the independence of Madrasahs was seen as extremely important.

Madrasahs are community-based organisations which embody the cultural and religious backgrounds of the families who attend them, but want safeguarding and other relevant standards met. Therefore this Madrasah Inspection Standard Framework, devised by the Consortium of Lancashire Madrasahs (CLM), a self-regulated set up with the advisory support of key safeguarding public and private sector organisations, is hopefully a way forward in addressing any gaps, sharing good practice, raising standards and more importantly ensuring an uniform approach is undertaken, to meet and enhance standards.

BENEFITS OF THE CLM MADRASAHS INSPECTION STANDARD FRAMEWORK

- Ensuring legal requirements are met.
- Enhance and improve the quality of learning and education a Madrasah is providing through clear and fair approaches to behaviour management and discipline.
- Have parents and carers understand and be content what Madrasahs are undertaking in making it a safe place.
- Roles and responsibilities for staff are clear in respect of safeguarding children and adults at risk and confident on what they can and cannot do.
- Behaviour and conduct of staff is adhered in a way that there is no compromise in their duty of care towards service users.
- All staff follow good practice ethos, policies and procedures and are supported effectively in their work.
- Building and enhancing good relationships with statutory services in particular the Local Safeguarding Boards for children and adults, the local council and their key staff, local police, schools and other service providers.
- Protects organisational reputation and builds a positive culture within the Madrasah and in turn creates confidence for parents/guardians/service users.
- Develops staff via recognised training and briefing sessions etc, to raise professional and safeguarding standards.
- Enhances governance and transparency safeguarding structures.
- Self-regulation creates trust, support and confidence within the relevant communities.

THE CONSORTIUM OF LANCASHIRE MADRASAHS STANDARD FRAMEWORK

- **Step 1** (identify an individual or team to meet standards within a Madrasah).
- **Step 2** (Identify key policies, regulations etc to be implemented within the Madrasah).
- **Step 3** (Devise action plan to implement and address any gaps in policies or regulations).
- **Step 4** (awareness training for all staff).
- **Step 5** (disclosure and Reporting).
- **Step 6** (safe recruitment).
- **Step 7** (Making a safe environment).
- **Step 8** (Financial Management).
- **Step 9** Madrasah prepares for Inspection (use Madrasah Inspection Standard Framework to ensure everything in place).
- **Step 10** Inspection by the Consortium of Lancashire Madrasahs Team.
- **Step 11** Feedback on findings and award certification if standards met or an improvement report, if not.

Step 1 (Identify an Individual or Team to meet standards within a Madrasah).

Ensure there is an individual or a team identified, who is responsible in implementing the Consortium of Lancashire Madrasah Inspection Standard Framework. The individual or team must have authority, resources and relevant support in embedding the standards. Also, there needs to be accountability of work delivered via a formal reporting structure, for example to a Management Committee or Trustees etc.

NB: Guiding principles for designated protection roles:

- *The welfare of individual is always paramount.*
- *Confidentiality should be respected as far as possible but information must be shared if there are Child Protection concerns.*

Step 2 (Identify Key Policies, Regulations etc to be Implemented within the Madrasah).

- Develop and put in place Child Protection and or/Adult Safeguarding policies that include clear responsibilities for all staff to report suspected cases of abuse or safeguarding concerns.
- Work with staff to develop and put in place safe working practice guidelines to cover all eventualities for your services e.g. confidentiality, staff behaviour, staff appearance, accepting gifts, infatuations, social contact, physical contact, care/physical intervention, sexual conduct, one to one situations, transporting children, educational visits etc.
- If you provide services for children and young adults develop and put in place a statement on physical discipline and appropriate sanctions.
- Make a record to show that all managers, trustees, staff and volunteers have read and understood safe working practice guidelines and know the range of people they can talk to if they have a concern.
- Make all policies and procedures available to parents and carers.

The following are examples of what can be implemented or considered within your organisation:

- *Anti-Bullying Policy*
- *Attendance Policy*

- *Behaviour & Rewards Policy*
- *Complaints Policy*
- *Data Protection Policy*
- *Equal Opportunities Policy*
- *Health & Safety Policy*
- *Photography & Video Policy*
- *Safeguarding Children & Protection Policy*
- *Staff & Volunteer Disqualification Declaration*
- *Volunteer Policy*
- *Educational Visits Policy*
- *Risk Assessment Guide*
- *Admissions Policy*
- *Keeping Children Safe in Education Sept 2018 (DfE)*
- *Regulated Activity in Relation to Children*
- *Disqualification under the Childcare Act 2006*
- *Working Together to Safeguard Children July 2018*
- *Able, Gifted and Talented Children Policy*
- *Social Media & Mobile Phone Policy*
- *Private Tuition Policy*
- *GDPR (General Data Protection Regulation).*

Step 3 (Devise Action Plan to Implement and Address any Gaps in Policies or Regulations).

An example, of an action plan completed once assessing the requirements outlined in a policy/regulation etc, against the organisations adherence to the relevant policy/regulation, is as follows:

Safeguarding and Operations action Plan 2019-20				
Ref	Non-Compliance/Compliance of Policy/ Regulation etc (name)	Area of Improvement/Actions	Target Date for Compliance	Actioned (Yes/No)
1	Attendance Policy	No records kept or recorded.	June 2020	Yes
2	Admissions Policy	Admission policy and practices reviewed, practices are not in line with policy, in the following areas: <ul style="list-style-type: none"> • Example 1 • Example 2 • Example 3 	Oct 2020	No
3	Complaints Policy	Fully Implemented	N/A	N/A

NB: Six Safeguarding principles

1. **Empowerment** – person led decisions.
2. **Prevention** – taking action before harm occurs.
3. **Proportionality** – least intrusive response appropriate to risk.
4. **Protection** – support and represent those in greatest need.
5. **Partnership** – local solutions working together.
6. **Accountability** – clear who is doing what and why?

Step 4 (Awareness Training for All Staff).

- Plan and deliver basic (level 1) Child Protection and/or Adult Safeguarding awareness training for all staff.
- Develop and put in place a training plan for staff and 3 yearly refresher training for all staff, thereafter.
- Identify key staff to lead on local Child and/or Adult Protection procedures and put in place training/support so they know what to do, who to contact (local arrangements to respond to and report suspected or actual abuse) and have sufficient training to be confident in the role depending on the services you provide.

NB: Most importantly, by facilitating a positive and safe environment for children, young people and adults at risk, you are helping to make sure they can thrive. They will be:

- *Made to feel safe and secure.*
- *Healthy and happy.*
- *Shown appropriate affection and respect for their feelings.*
- *Given lots of smiles, praise and encouragement.*
- *Able to talk to someone and be listened to.*
- *Provided with opportunities for new experiences.*
- *Given rewards and treats.*

Step 5 (Disclosure and Reporting).

- Develop and put in place a Disclosure Policy.
- Ensure there is reporting procedure for suspected abuse or safeguarding concerns in place. Child Protection and/or Adult safeguarding policies that include clear responsibilities for all staff to report suspected cases of abuse or safeguarding concerns.

NB: Consent and confidentiality

- *Normally personal information should be disclosed to third parties only with the consent of the subject of that information.*
- *Consent should not be sought if this would place the child at increased risk of significant harm.*

NB: In the event of disclosure remember:

- *The person will be informed at all stages of who is involved and what information they have been given.*
- *At no time will anyone promise not to tell anyone else or ask the person leading questions.*
- *The police can, if deemed necessary, interview the person at your establishment without parental or carer consent.*
- *Provide the option of support to your staff and volunteers who become involved with a person who has suffered harm, or appears to be likely to suffer harm, who find the situation stressful and upsetting.*

Step 6 (Safe Recruitment).

- A set of staff and volunteer safe recruitment practices in place which includes:
 - Job descriptions which refer to suitability of work with children and/or Adults at risk.
 - Application forms.
 - Interviews (at least two members of your management should interview all new members of staff and volunteers to decide their suitability to be appointed).
 - DBS Checks.
 - Professional references for all staff (ensure you get the applicant's permission, for you to contact at least one person for a reference, prior to interviews and/or appointment, i.e. previous organisation to confirm their reason for leaving or an appropriate character and experience reference).

- Put in place a single central record (such as a spreadsheet or other such method) for the organisation of all pre-employment checks (identity check, enhanced DBS check, qualifications check, right to work in UK etc).

- Add safeguarding to your staff and volunteer induction programme (includes what new staff need to know about child protection/adult safeguarding policies and practices).

NB: Example safeguarding statement

"We are committed to safeguarding children and adults at risk of abuse and promoting the welfare of children and adults in our care and expect all staff and volunteers to share this commitment."

Step 7 (Making a Safe Environment).

- Check basic Health and safety arrangements are in place (policy and practice).
- First Aid policy and practice checked.
- Fire safety policy and practice checked.
- Check to see if you have Internet Safety policy and this sufficiently protect service users.
- Add safeguarding to your staff and volunteer induction programme.
- Evidence that all staff and volunteers have read and understood each of your policies and procedures.
- Review and if necessary put in place a single central record of pre-employment checks for your Faith Based Establishment including DBS checks.

The Health and Safety Regulations 1981 makes a number of minimum requirements:

- A nominated person to act as a first aider.
- The nominated person is appropriately trained.
- A suitably stocked First Aid box should be available, accessible and clearly marked (a notice showing where to find the first aid kit/s, who the first aiders are and to contact them).
- It is advised that no medicine or tablets are kept in this box.
- Keep a log of all incidents/accidents.
- Ensure that the Emergency Contact Number is prominently displayed.
- Ensure that clean toilet and wash facilities are provided.
- Ensure fire safety standards are met.
- Keep a confidential but easily accessible record of medical conditions of service users as well as many allergies.

Fire Safety policy or practice that, as a minimum, covers:

- All fire exits unblocked and clearly marked.
- Procedure for raising a fire alarm, evacuation, assembly point and taking register known to all.
- Periodic testing of fire procedures.

Step 8 (Financial Management).

If the organisation (Madrasah) is a charity, please refer to the Charity Commission's guidance: CC8: Internal Financial Controls.

If the Madrasah is not a charity under law, you should **consider** the following basic principles of financial management:

Plan

- Whether you are running a profit-making setting or not, it is best practice to keep track of budgets in the form of outgoings log. This should include, for example the total fees received per month, details of any donations and a breakdown of expenditure. You should also account for any additional costs you could incur such as rent, teaching and learning materials, salaries, utility bills etc.

Declaring Income

- If you operate with a low turnover or are self-employed, you may think that you do not have to declare your income to HM Revenue and Customs (HMRC). However, all income must be declared for tax purposes. This includes fees that may be received "cash in hand".

Adopt control procedures

- Having internal financial controls in place helps to administer finances and manage risk. Control procedures will help to protect against financial loss, theft and fraud. The Charity Commission guidance on effective financial controls is aimed at charities but also contains useful advice that can be adopted by non-charitable organisations.

Manage your budget

- As well as planning, it is vital that you keep track of how much money you are taking in regularly and review your position on a monthly basis. This will help you to determine whether you have enough funds to provide the provision you intend. You will need to establish the minimum amount of funding your setting needs to operate effectively and if fee-paying, reflect this in the fees you charge per student.

NB: If your organisation (Madrasah) makes a profit:

1. *Make sure that you're registered with HMRC for tax purposes.*
2. *Make an income/outcome log and plan your budget.*
3. *Open a dedicated bank account for your organisation (Madrasah)*



Consortium of Lancashire Madrasahs Strategic Board Members

- *Maulana Rafiq Sufi Sb (Chair of CLM)*
- *Afrasiab Anwar.*
- *Mufti Khalid Ibrahim Sb*
- *Hafez Abdul Alim Kheratkar*
- *Hafez Ismail Adam*
- *Mohammed Saeed Sidat*

The training, education, development and raising of standards arm of Lancashire Council of Mosques is the Consortium of Lancashire Madrasahs (CLM). The inaugural meeting of the LCM's Consortium of Lancashire Madrasahs took place on the 1st of February 2016, at Bangor Community Centre, Blackburn. The original concept of the formation of this forum was presented and discussed on the 17th of December 2015.

The establishment of Consortium of Lancashire Madrasahs is to provide a united and progressive platform to raise standards of Madrasahs across Lancashire from a systems and delivery perspective.

The Consortium of Lancashire Madrasahs, a self-regulated set up with the advisory support of key safeguarding public and private sector organisations, is hopefully a way forward Insha Allah in addressing any gaps, sharing good practice, raising standards and more importantly in ensuring an uniform approach is undertaken, to meet and enhance standards, across Lancashire Madrasahs.

To ensure effective implementation of the (CLM) Consortium of Lancashire Madrasah's key aims and strategic objectives it has been divided into 3 areas:

- The East division CLM Executive Lead is Afrasiab Anwar.
- The central division Executive Lead is Hafez Ismail Adam.
- The West division Executive Lead is Mufti Khalid Ibrahim Sb.