

# Institute of Islamic Education

Institute of Islamic Education, South Street, Savile Town, Dewsbury, West Yorkshire WF12 9NG

## Inspection dates

19 and 20 March 2022

## Context of the inspection

This inspection took place at the request of the Department for Education. The inspection was unannounced and was undertaken to consider information contained in an anonymous complaint sent to Ofsted. The complaint raised issues about sexual abuse, safety, quality of care, fire hazards and the provision of food. The complaint noted that concerns were a particular issue at weekends.

The inspection took place over the weekend of 19 and 20 March 2022.

## National minimum standards

### The school must meet the following national minimum standards for boarding schools:

- The school ensures that: arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State. (National minimum standards for boarding schools 11.1)
- The school has and consistently implements a written policy to promote good behaviour amongst pupils. This policy includes: measures to combat bullying, including cyberbullying, and to promote positive behaviour; school rules; disciplinary sanctions; when restraint, including reasonable force, is to be used and how this will be recorded and managed; and arrangements for searching pupils and their possessions. (National minimum standards for boarding schools 12.1)
- The policy complies with relevant legislation and has regard to guidance, and is understood by staff and pupils. (National minimum standards for boarding schools 12.2)
- The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary. (National minimum standards for boarding schools 13.1)

- There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff. (National minimum standards for boarding schools 13.2)
- The school's leadership and management demonstrate good skills and knowledge appropriate to their role. (National minimum standards for boarding schools 13.3)
- The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met. (National minimum standards for boarding schools 13.4)
- The school's leadership and management and governance actively promote the well-being of pupils. (National minimum standards for boarding schools 13.5)
- Senior boarding staff have an adequate level of experience and/or training. (National minimum standards for boarding schools 13.6)
- The school follows and maintains the policies and documents described in Appendix 1. (National minimum standards for boarding schools 13.7)
- The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate. (National minimum standards for boarding schools 13.8)
- The issues specified in Appendix 3 are monitored, and action is taken to improve outcomes for children as appropriate. (National minimum standards for boarding schools 13.9)
- Record-keeping: All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:
  - a clear and comprehensive summary of the concern;
  - details of how the concern was followed up and resolved;
  - a note of any action taken, decisions reached and the outcome.
 (Keeping Children Safe in Education, paragraph 71, page 20)

Procedures to keep the children safe are not effective. Leaders do not follow internal policy or statutory guidance when safeguarding matters arise. Consequently, risks to children are not managed safely.

The investigation of allegations against adults and other children is inadequate. For example, when a serious allegation of peer-on-peer sexual abuse was made by children, leaders carried out their own investigation. The allegation was assessed by leaders as being false. No outside agencies were involved in any of the decision-making. As a result, none of the children involved were given the level of care and protection they needed.

The response to pupils involved in serious incidents is limited. For example, one child was assaulted by other children. Despite complaining of being in pain, staff did not record any

efforts to provide him with medical attention. Staff did not get advice from safeguarding professionals promptly around this incident. This meant that the opportunity for the incident to be thoroughly investigated, including why it happened, was missed. There are no records to show that any child was provided with emotional support following the incident.

Leaders, including the school's designated safeguarding lead, did not follow statutory guidance when a child made a serious allegation about a member of staff. Leaders and the designated safeguarding lead investigated this incident internally. No information was shared with the local authority designated officer (LADO) or children's social care. Safeguarding staff from the local authority contacted the chair of the executive board for the school after being informed about the child's complaint to Ofsted. Since then, the headteacher has acted on the instruction of the LADO.

The internal search policy states that children could be 'patted down' during a search. This is not in line with statutory guidance. No structured training or shared understanding of what should happen when 'patting down' a child have been provided to staff. This means that children are at risk from inappropriate physical contact when staff search them for banned items.

Leaders and the designated safeguarding lead do not demonstrate good knowledge of safeguarding appropriate to their role. Leaders do not demonstrate that they know and act on statutory guidance or their own policies in relation to keeping children safe. This means that children who experience harm are not adequately protected by staff.

The school has a revised safeguarding policy. It includes a range of abuse and concerns that could occur. The designated safeguarding lead was unaware of some of the content of the policy and some contact details are not up to date. This policy has not been followed during any of the safeguarding incidents that have arisen since the last monitoring visit. Leaders could not explain this failure to adhere to their own policies.

Children spoken to during the inspection were very positive about the support they are offered in school. No issues or bullying were reported, and children said that they enjoy the food provided. Inspectors asked children to fill in a questionnaire to maximise the numbers who could provide their views. Most responses from the 48 boys who filled in the questionnaires were positive. However, nine boys indicated that they were unsure about how to raise concerns or complaints. Leaders accept that more work needs to be done with children about these processes.

Interactions observed during the inspection between children, and between children and staff, were positive. Children particularly enjoy their free time. Activities include playing pool, table football and computer games. Children share well and value these activities.

A visit by the environmental health agency was carried out, following a complaint about food standards in the school. The agency did not find serious concerns, although it did reduce the school's food hygiene rating. No concerns were raised about food or hygiene during this monitoring inspection.

A visit by the fire service was carried out, following a complaint about the fire safety at the school. The fire service raised some concerns, and some recommendations were made.

Work has begun to rectify the issues identified. Children and staff undertake regular fire drills in line with national minimum standards. This means that children know how to leave the school safely in an emergency.

## Inspection team

Jamie Richardson	Lead Social Care Inspector
Jane Titley	Social Care Inspector
Rachel Holden	Senior Social Care Her Majesty's Inspector

## Information about this school

The Institute of Islamic Education is an independent boarding and day school for Muslim boys and young men aged between 11 and 25. The Institute of Islamic Education is managed by the Society for the Reformation of Muslims of the United Kingdom.

The school is located in the grounds of the Markazi Mosque in Dewsbury. It seeks to develop an understanding of Islam and its culture, and promote tolerance of and respect for other faiths.

There are 178 boarding students on roll. The last Ofsted welfare inspection took place in March 2010.

## School details

<b>Unique reference number</b>	107791
<b>Social care unique reference number</b>	SC041298
<b>DfE registration number</b>	382 6013

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

The inspection was conducted at the request of the registration authority for independent schools in order to monitor the progress the school has made in implementing its action plan following the previous inspection.

<b>Type of school</b>	Boarding school
<b>Number of boarders on roll</b>	178
<b>Gender of boarders</b>	Male
<b>Age range of boarders</b>	11 to 25
<b>Headteacher</b>	Yusuf Seedat
<b>Date of previous boarding inspection</b>	24 November 2021
<b>Telephone number</b>	01924 455762
<b>Email address</b>	school@jaamia.org

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